

THE **DEAF**
American

**National Technical Institute
For The Deaf
Dedication Ceremonies**

October 4-5, 1974

THE NATIONAL MAGAZINE FOR ALL THE DEAF



**November
1974**

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The Editor's Page

On Vocabulary and Language

Over the years, especially at NAD Conventions, comment (and critical) has been made as to the "language level" or "reading level" of material in THE DEAF AMERICAN—including editorials. We have been accused by some of maintaining too high a "level"—of being highbrow or overly professional.

Although we have not done an in-depth study of the DA "level" as compared with the "level" of other publications of and for the deaf, we think a spot check from time to time will show we aren't at all highbrow. Granted, however, some articles are written as professional articles with a specific purpose.

"Big words" and involved sentence structure do not often come from our own typewriter. If a new or unfamiliar term is used, we try hard to give its meaning as applied to deafness and the deaf.

THE DEAF AMERICAN is the official publication of the National Association of the Deaf, but NAD matters are usually confined to the NAD Section. The DA is not a news magazine although every effort is made to report events of importance, however a bit late.

If anybody needs a topic for a master's thesis or a doctoral dissertation, we would welcome a study of the vocabulary and language of this publication—with breakdowns as to various features. Our objective is concise simplicity. (And we define **concise** as "telling much in a few words; short but full of meaning.")

Publications Fight for Survival

Many times in the last few years we have pointed out that soaring costs make it hard for publications by and for the deaf to stay alive. Postal rates have doubled and tripled and will rise still more. Printing costs are part of the general inflation. Processing subscriptions—keeping addresses and labels up to date—everything—cost more and more.

Raising subscription rates and advertising rates does not help much. With every such increase, some of the market is lost.

O. K. If you have kept with us this far, what is the

answer? Consolidation! Instead of several separate and expensive packages, we should have more complete packages with the resulting economies.

That is the reason why THE DEAF AMERICAN is printing more and more organizational newsletters—and why we are trying to "sell" the idea to those who are or will soon be going over the brink due to costs. This isn't just a matter of DA prestige. The deaf and those serving the deaf are helped by providing an economical package of information.

National Technical Institute Dedication

This issue, in a way, is a National Technical Institute for the Deaf special issue from the standpoint of space. NTID had a BIG dedication last month—one that drew a large crowd, and a representative one, from all over the country.

We compliment Dr. Robert Frisina and all of his hard-working colleagues on the success of the dedication. Behind-the-scenes were untold hours of planning and detailed legwork. Hospitality and public relations were not just accidents.

We hesitate to single out individuals for exceptional praise, but we would be remiss as a journalist if we did not mention Jack Smith, NTID Public Information Officer, and the many hours he spent in public relations work. Likewise, we cannot forget the top-notch job James Stangarone did as platform interpreter for most of the events of the dedication program.

The DA Interviews

Frank Bowe informed us several months back that because of his heavy work load he could not continue as conductor of the very popular DA Interviews. We twisted his arm to get an extension but now we need help—volunteers for interview assignments.

We are asking Eugene W. Petersen, DA Associate Editor, to coordinate future interviews. Suggestions as to interviewees are welcome. For the time being, write to the Editor . . . please.

The DEAF American

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CONTENTS

The Editor's Page	2
National Technical Institute Dedication	3
Deafness Research Center Newsletter	15
Humor Among the Deaf	17
Interprenews	20
Communication Skills Newsletter	26
From a Parent's Point of View	28
VII World Congress News	29
Orientation to Deafness for Counselors	30
NAD Section	32
Sporting Around	35
Communication, A Vital Component of Learning and Motivation of the Hearing Impaired Child	40
National Culturama	43

National Technical Institute For The Deaf Dedicates New Facilities

Dedication of new \$27.5 million National Technical Institute for the Deaf facilities, the only national technical college for the deaf, was symbolized with the planting of a tree by Mrs. Lyndon B. Johnson on Saturday, October 5, 1974, on the campus of Rochester Institute of Technology, NTID's sponsoring institution.

Joining Mrs. Johnson in the tree planting ceremony were Deborah Hammel, a new NTID student from Boonville, Ind., and William Ingraham, Rochester, N.Y., who was the first deaf student to graduate from NTID. Ingraham, a graduate of the College of Business, is employed as an agent with the Internal Revenue Service in Rochester.

It was former President Lyndon B. Johnson who, in 1965, signed into law the Act creating the National Technical Institute for the Deaf, a postsecondary program that educates deaf students nationwide, preparing them with the technical skills to be of value to business and industry.

The new three-building complex, consisting of an academic building, residence hall and dining commons, is designed to meet the district learning needs of deaf students and to supplement existing facilities on the RIT campus. RIT was chosen to be the sponsoring institution for the Federally-established and funded NTID in 1966. NTID first began accepting students in 1968. The present enrollment of 550 students will expand to 750 students by 1977.

Remarks at the Dedication were presented by the Congressman Daniel J. Flood of Pennsylvania (11th District); Harley M. Dirks, professional staff member, U.S. Senate Subcommittee on Appropriations; Dr. Robert Frisina, director of NTID; and Dr. Paul A. Miller, president of RIT.

The Rock Gospel of Washington, D.C., a musical group that uses sign language in its presentation performed special numbers during the ceremony. The group also presented a concert for deaf and hearing students in the NTID exterior courtyard. A gift on behalf of the entire institution was presented to Mrs. Johnson by the president and vice president of NTID Student Congress, Robert Sidansky of Brooklyn, N.Y., and Farid Bozorgi of St. Clair Shores, Michigan.

Both hearing and deaf students of RIT participated in the Dedication ceremony. The students included Marian Eaton of Averill Park, N.Y., and Hiram Bell of New Galilee, Pa., hearing resident advisors and interpreters for deaf students in the new residence hall; Robert S. Dawley of Hamburg, N.Y., president of the RIT Student Association; Sidansky of Brooklyn, N.Y., president of the NTID Student Congress; and



Mrs. Lyndon B. Johnson and Dr. Robert Frisina look on as the first NTID graduate William Ingraham and first-year student Debra Hammel of Boonville, Ind., help plant a tree in memory of former President Lyndon B. Johnson who signed into law the Act creating NTID.

NTID students Gloria Michel of Atlanta, Ga., and Lee Ann Akau of Honolulu, Hawaii.

The Dedication festivities, which began Friday, October 4, brought together representatives from throughout the nation in deaf education, industry and government.

A highlight of Friday's activities was a Dedication Dinner sponsored by the RIT Board of Trustees at 7:30 p.m. in the RIT Ice Arena. IBM President John R. Opel was the guest speaker.

The dais included the Honorable Jacob K. Javits, U.S. Senate, N.Y.; Dr. Edwin W. Martin, Jr., acting deputy commissioner, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare; Congressman Barber B. Conable, Jr., 35th District, N.Y., and Congressman Frank Horton, 34th District, N.Y.

The Dedication festivities officially began Thursday, October 3, with a performance by the NTID Experimental Educational Theatre in the new theatre in the academic building. The performance, "The Taming of the Shrew," was also presented for the community on Saturday at 8 p.m.

Our Cover Picture

Mrs. Lyndon B. Johnson, wife of the former President who signed the act creating the National Technical Institute for the Deaf in 1965, is being escorted to the speakers platform by Dr. Robert Frisina, director of NTID, and Debbie Hammel, NTID student from Boonville, Ind.

Luncheons and programs were held both Friday and Saturday for the more than 600 out-of-town guests and institute friends and will put into perspective the people, places and events that played a role in the establishment and development of NTID. RIT was selected as NTID's sponsoring institution because of its long history of success in technical education in preparing young men and women to meet the needs of business and industry. The new three-building complex makes the NTID program fully operational.

Mrs. Homer Thornberry, a member of the Rochester Institute of Technology Board of Trustees, introduces guest speaker Mrs. Lyndon B. Johnson at National Technical Institute for the Deaf dedication ceremonies.





Left: NTID graduate Kevin Nolan (left) was a featured speaker at an Educators' Luncheon. Interpreter was James Stangarone. Right: NTID Student Congress President Robert Sidansky (left) gave the first official welcome for Dedication weekend guests. Stangarone reverse interpreted.

Background Of NTID And Its Facilities

History of NTID

The National Technical Institute for the Deaf (NTID) was created because of the need for educational opportunities for the deaf in technical fields. Many persons felt that the deaf could succeed in semiprofessional and professional employment in science, technology and the applied arts if given a specialized education.

NTID is the only national postsecondary technical program for the deaf. It also is the first effort to educate large numbers of deaf students within a college campus planned primarily for hearing students.

NTID is located on the 1,300-acre campus of Rochester Institute of Technology (RIT) in Rochester, N.Y. RIT was chosen as NTID's sponsoring institution in 1966 because of its long history of success in technical education.

The first group of 70 students enrolled at NTID in 1968. The present enrollment of 550 students represents almost every state in the United States.

NTID was established through Public Law 89-36 in 1965 by an Act of Congress. It receives Congressional funding through the U.S. Department of Health, Education and Welfare.

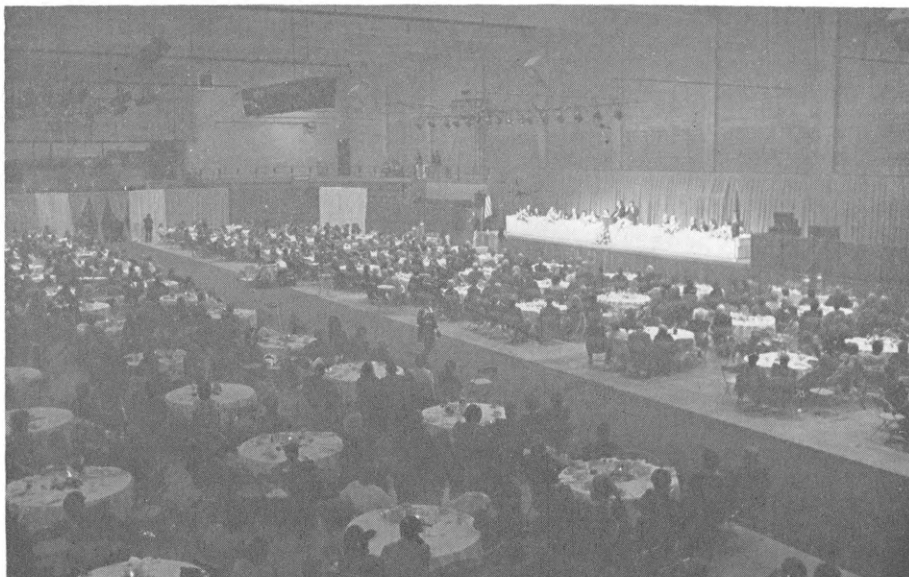
The Basic Mission

NTID's basic mission is to provide, for postsecondary deaf students, the opportunity to prepare for and to pursue semiprofessional and professional level educational programs in science, technology and applied arts that lead to successful employment in business, education, government and industry.

Other basic objectives of NTID are:

- To provide special support services, within an institution of higher learning, which facilitate and encourage deaf students to achieve a high degree of personal, social and cultural development.
- To encourage qualified deaf students to pursue graduate studies in RIT or elsewhere.
- To conduct research into the occupational and employment-related aspects of deafness.
- To develop and evaluate new imaginative instructional technology for application of deaf students.
- To conduct training program seminars and short courses relating to deafness for RIT personnel, for graduate students preparing to work professionally with the deaf and for other special groups.
- To disseminate information regarding current NTID practices concerning curriculum, courses to study, special services and research findings as they relate to other schools and colleges offering programs for deaf students.
- To develop and modify the educational specifications, to design and construct the facilities, to procure the equipment and to develop and maintain the staff necessary to meet the objectives of NTID.

More than 850 guests attended a dedication banquet featuring Senators, Congressmen, representatives of HEW, educators and guest speaker John R. Opel, president of IBM.



RIT Board of Trustees' NTID Dedication Dinner

October 4, 1974

PROGRAM

Master of Ceremonies.....Arthur L. Stern, Chairman
RIT Board of Trustees

Introduction of Head Table.....Arthur L. Stern

Invocation.....Sister Shirley Pilot, Catholic Chaplain, RIT

Remarks:

The Honorable Barber B. Conable, Jr., U.S. House of Representatives,
35th District, New York

The Honorable Jacob K. Javits, U.S. Senate, New York

The Honorable Frank Horton, U.S. House of Representatives,
34th District, New York

Dr. Edwin W. Martin, Jr., Acting Deputy Commissioner,
Bureau of Education for the Handicapped, Office of Education,
U.S. Department of Health, Education and Welfare

Founders Award.....Presented by Dr. Paul A. Miller, President, RIT

Introduction of Guest Speaker.....Dr. Robert Frisina, Vice President, RIT
and Director, NTID

Guest Speaker John R. Opel, President, IBM

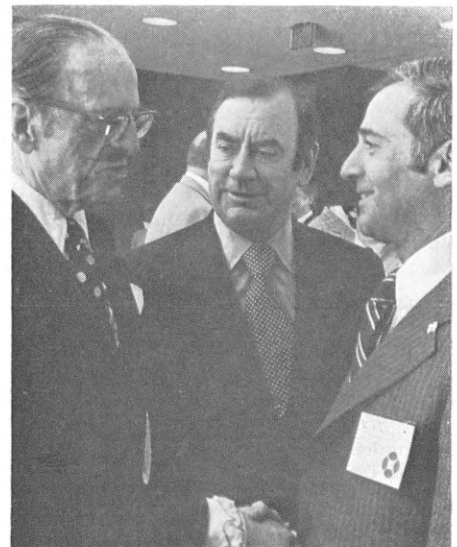
Benediction Reverend Thomas M. Erdle, Chaplain, NTID



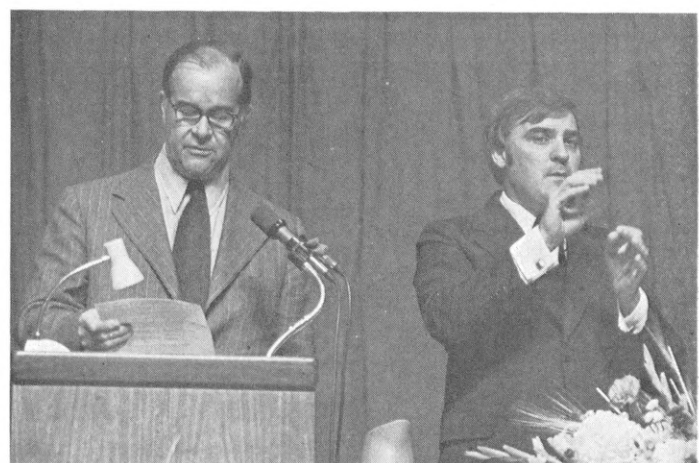
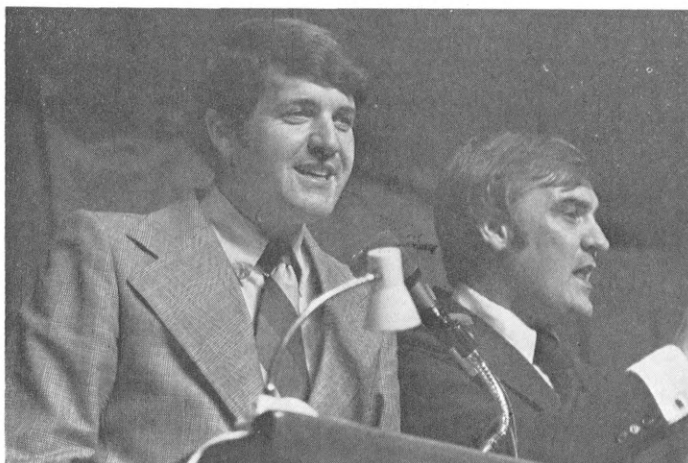
Mrs. Lyndon B. Johnson, wife of the former President of the United States who signed into law the Act creating NTID, was the featured speaker at the dedication of the new NTID three-building complex.



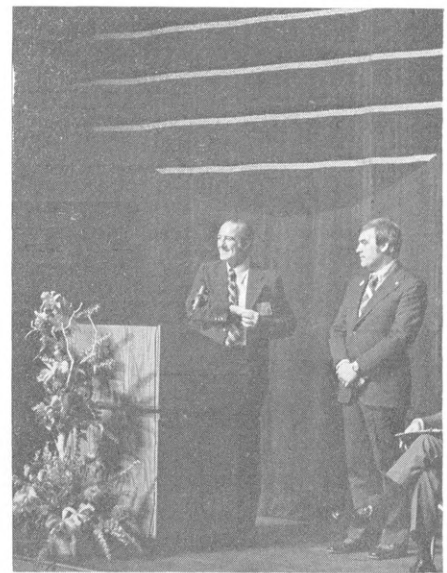
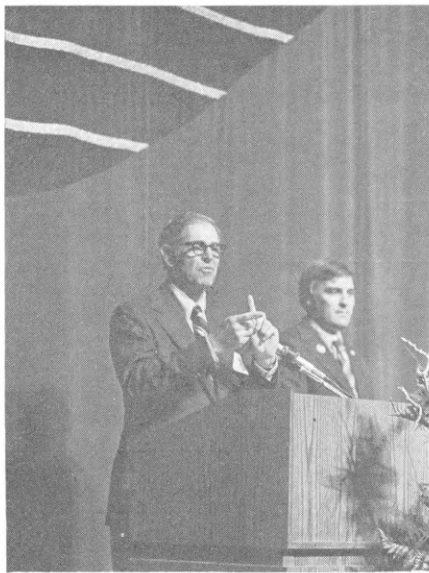
John R. Opel, president of IBM and Dedication Banquet speaker, told how NTID is training deaf young people to meet the personnel needs of business and industry.



Dr. Robert Frisina (right) greets Congressman Daniel J. Flood (left) of Pennsylvania and Congressman Hugh L. Carey, now governor-elect of New York, who authored the legislation creating NTID.



Left: Dr. Edwin W. Martin, Jr., acting deputy commissioner, U. S. Office of Education, Bureau of Education for the Handicapped, U. S. Department of Health, Education and Welfare, spoke of the importance of NTID in the education of the deaf. Right: James Stangarone (right) interprets as New York Congressman Barber Conable reads a telegram from President Gerald R. Ford.



Left: Dr. Robert Sanderson of Utah presented the viewpoint of the National Advisory Group on the development of NTID during an Educators Luncheon. Sanderson was recently named NAG chairman. Center: Dr. Edward C. Merrill, (left), president of Gallaudet College, represented secondary education in looking at the growth and development of NTID. Gallaudet College is the national institution for liberal arts and NTID represents technical education. Right: NTID professor Robert Panara reaches for notes as he tells a luncheon audience of the importance of NTID in the lives of deaf young people.

NTID Dedication Luncheon Program

October 5, 1974

PROGRAM

Master of Ceremonies.....Dr. Robert Frisina, Vice President, RIT
and Director, NTID

Introduction of Guests.....Dr. Robert Frisina

Remarks:

Robert Panara, Professor, NTID
Dr. Edward C. Merrill, President, Gallaudet College
Dr. William E. Castle, Dean, NTID
Charles Miller, Deputy Assistant Secretary, Comptroller,
U.S. Department of Health, Education and Welfare

Introduction of Guest Speaker.....Dr. Todd H. Bullard, Provost and
Vice President for Academic Affairs, RIT

Guest Speaker Dr. Paul A. Miller, President, RIT

NTID Dedication Educators' Luncheon Program

October 4, 1974

PROGRAM

Welcome.....Robert Sidansky, President, NTID Student Congress (NSC)

Acknowledgments Dr. Robert Frisina, Vice President, RIT
and Director, NTID

Remarks:

Kevin Nolan, Alumnus
Dr. Robert Sanderson, National Advisory Group Member,
Educational Coordinator, Division of Rehabilitation Services,
Utah State Board of Education
Ms. Patricia Forsythe, Professional Staff Member, Subcommittee
on the Handicapped, U.S. Senate
Dr. S. Richard Silverman, Director Emeritus, Central Institute for the
Deaf and Chairman, Speech and Hearing Department, Washington
University, St. Louis, Missouri
Dr. Mark Ellingson, President Emeritus, RIT
Dr. Edwin W. Martin, Jr., Acting Deputy Commissioner,
Bureau of Education for the Handicapped, Office of Education,
U.S. Department of Health, Education and Welfare

PRESENTATIONS—Left: Mrs. Patricia Forsythe, professional staff member on the U. S. Senate Subcommittee on the Handicapped presents to Dr. Robert Frisina, the director of NTID, the pen used by former President Lyndon B. Johnson to sign into law the act creating NTID. Right: Rochester Institute of Technology President Dr. Paul A. Miller (left) presents the RIT Board of Trustees' Founders Award to Dr. Ralph W. Tyler, a long time friend of RIT and former chairman of the NTID National Advisory Group.



The New Complex

New Horizons for Deaf Students

The isolation of the deaf behind the barrier of silence has not only deprived them of their human rights by limiting their potential for independent and productive lives, but it has also kept from the professions and industry a valuable resource of talent.

The new National Technical Institute for the Deaf is dedicated and designed to provide **750 deaf students** with the opportunity each year to pursue post-secondary technical education leading to active participation in the evolving technology of the world of work . . . and to gain this education in close communication with the hearing student population of the Rochester Institute of Technology.

Funded by Congress through the Department of Health, Education and Welfare and sponsored by RIT, NTID also operates as a training center to assist in the preparation of qualified professionals to instruct and serve the deaf. It functions as a forum for research and development to push forward the frontiers of knowledge of the education and communication skills of deaf people. NTID offers certificate, diploma and associate degrees in technical education. Advanced study is available through the eight other colleges of RIT leading to associate, bachelor's or master's degrees. A number of remedial courses to help those students whose handicap may have left them with an educational gap in some area are offered.

All courses of study are designed to prepare deaf students, who exit at any point, with direct employment.

A Sensitive Addition to a Dynamic Campus

Hugh Stubbins and Associates, Inc., architects for the new facility, were one of the five prominent firms selected to take part in the collaborative design of the new RIT campus and were responsible for the design of the College of Fine

and Applied Arts and the College of Graphic Arts and Photography. They were thus very familiar with the site and environmental requirements for additions to the campus.

In approaching the design of the NTID complex, the architects had three major concerns:

1. To provide close interaction and communication with the RIT campus in buildings which express the identity of the NTID students, their pride in themselves and their confidence in the future;
2. To incorporate the sophisticated technology required for the education of the deaf;
3. To use light, color, texture and space to heighten the enjoyment and educational use of those perceptions in which the deaf have no handicap.

The new complex consists of three types of facilities expressed in separate buildings: the Academic Building, the Dining Commons, the Residence Hall. Although separately defined, the new buildings are related to each other and to the existing RIT housing at the southern end of the NTID site via landscaped courts and below grade circulation. The relationship of the new buildings to the existing campus is further reinforced by compatibility of scale, fenestration and the use of the same warm-toned brick for exterior walls. By bridging the access street to the residential buildings, the Dining Commons forms an impressive gateway linking NTID and RIT and marks the introduction of a new presence in the campus environment. Sited on slightly higher ground, the NTID building complex effectively terminates the northern edge of the RIT residential development.

The Academic Center

The 300-foot square, brick structure is organized on three levels around a double-story, skylit pedestrian mall. This mall runs north-south through the building, giving students and staff an opportunity to glimpse the range of facilities provided as they pass along. Located at

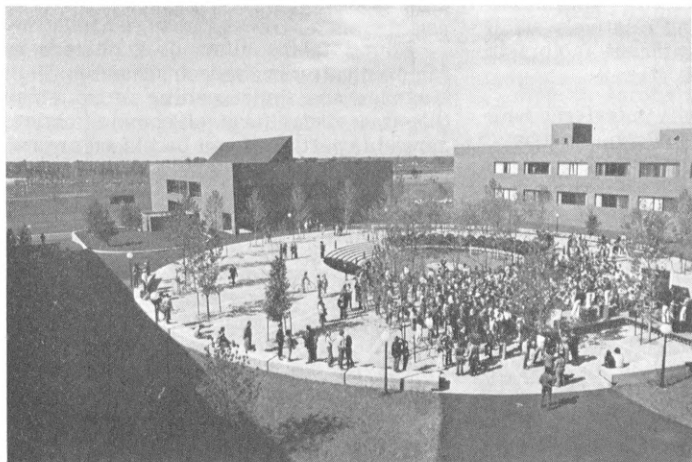
the center of the building are groups of four fan-shaped, multi-purpose lecture halls called cluster classrooms. They are planned around shared media centers from which audio-visual material can be preprogrammed, controlled and directed to any one or all four of the classrooms. Remote control is also provided within the rooms themselves. Tiered, swivel seating assures uninterrupted sight lines between instructor and student, particularly important for students whose visual perception is their chief means of communication.

A 540-seat Experimental Education Theatre also occupies part of the central portion of the building. Flexible enough to adapt to small experimental theater productions or full-scale performances, the theater is also suitable for cinema and lectures. The 200 seats nearest the stage are equipped with small reading lights below the arm rests to enable students to follow dialogue via the script. The theatre makes it possible for NTID students to receive training in stage design, lighting and theater technology. It is also the scenario for imaginative cooperative endeavors among NTID and RIT students, and also provides an opportunity for communication with the public through community groups.

To give a chance for moments of quiet reflection, one corner of the building center is a paved interior court enlivened by trees and planting.

Since NTID will sponsor and produce its own television programs, a fully equipped TV Center with two studios is part of the Academic Building. There are also special sound controlled testing rooms for audiological evaluation. Extensive provision has been made for computer-assisted instruction—representing a union of visual media, programmed instruction and computer science. Special laboratories are provided for instruction in mathematics, physics, chemistry, electronics, manufacturing processes and medical technology. The more conventional classrooms and faculty and administrative offices ring the perimeter of

ROCK GOSPEL PRESENTATION—Left: A crowd gathers in the NTID courtyard as the Rock Gospel presents a special concert for deaf students and guests. Right: A front row view of the Rock Gospel group that provided a visual excitement.



the building are used for courses in bookkeeping and office practice, and for all the research, study, seminar and administrative functions usually associated with a large institution of higher learning.

The Dining Commons

The foyer of the bridge structure is accessible from the landscape court or from the underground passageway linking the new buildings. This bridge structure has the added advantage of concealing service activities beneath the bridge and screening them from general view. On the entry level, a generous circulation space leads into a large sunken student lounge. This floor also houses the central mail depository for students. Dining, food services and preparation facilities are accommodated on the upper level, where large windows provide expansive views out over the campus. An extensive skylight introduces shadow-free north light along the entire length of the service gallery. Movable partitions and a portable dance floor can turn the dining area into a festive environment for social functions at a moment's notice.

Residence Hall

To the south of the Academic Building, a new residence hall—three sections together forming a Z formation—provide sheltering walls for the east and south exposures of the landscaped court. The high-rise (12-story) building is linked to two low-rise wings which in turn flank a courtyard connecting with the existing RIT housing. The new buildings thus continue the site and massing plan of the existing campus.

Student rooms are arranged in groups of three—each containing two beds—with shared bathroom facilities. Four of these six-student suites, plus one single room, provide social units of 25 students who share lounge facilities and are supervised by their own resident advisor. On the ground floor, larger lounges, counseling offices and seminar rooms allow variation of life style, privacy and group activity within the structured situation of the college dorm. Laundry facilities and recreation rooms are accommodated in basement space not given over to mechanical and service use.

Technological and Design Innovation

NITD is the first institution of its kind to provide for the education of the deaf within a primarily hearing environment. It thus incorporates new uses of technology and pioneering design approaches to give maximum help to all those involved in this cooperative venture.

Lighting: Since visual perception is all important in communication with the deaf, a relatively high level of artificial illumination has been introduced to provide a generally shadow-free environment. Local dimmer controls permit individual adjustment of lighting in all teaching/learning areas. Lighting also

provides the emergency/call system for students throughout the complex. For this system, originated for this complex, pairs of colored lights together with the kind of strobe lights used in aircraft combine to create an effective means of gaining the attention of deaf students. During emergency situations, for example, the strobe light flashes continuously while the red lights hold a constant glow. (An audio alarm is also triggered to sound everywhere in the building complex.) One red light is used to page individual students or inform them of the approach of visitors. Lighting is also used by instructors to gain the attention of the class, especially important in mechanical and technical classes where potentially hazardous equipment is being used. The instructor also has the ability to immediately shut off power to all machinery in an emergency situation. NTID has been designed for the use of Vistaphones (picture-telephones). Twenty units are installed throughout campus to enable the deaf to communicate more effectively for business or personal reasons. Twelve additional vistaphones are expected to be installed this winter.

Acoustical and Environmental Control:

To eliminate distracting vibrations and to assure the proper functioning of electronic hearing aids and sensitive equipment required for audiological testing and evaluation, a very high level of acoustical performance is required. Working with acoustical consultants, the architects have been able to achieve a high degree of sound control. The building makes extensive use of absorptive wall and floor coverings; the use of hard and soft ceiling materials has been carefully varied to provide the needed degree of dampened or reinforced reverberation in special use areas; doors are equipped with soundseals; air conditioning ductwork designed to produce low diffusion rates at registers and grilles reduces the sound to a level well below that of normal installations. All noise-producing mechanical equipment has been mounted on anti-vibration devices, and a major design effort has been made to reduce noise at its source and to isolate mechanical rooms from teaching areas. The penetration of disturbing noise from outside has been kept as low as possible. The courtyard plan, with specialized spaces in the center and relatively small window areas, are significant factors in effective sound control.

Since static electricity interferes with the operation of sensitive electronic equipment, stringent humidity levels have been maintained in the totally air-conditioned complex. All carpeting is anti-static. The computer center operates on an independent climate control system.

Interior Environment

Students and architects worked in close cooperation to provide an interior environment that is light, flexible and makes use of color to indicate changes in use and atmosphere. Modular stack-

ing furniture, designed by the architects, allows students to change and adapt room layouts to their own use. Before the furniture design was adopted, a full-size room mock-up was erected at RIT. Students conducted an active evaluation of the system to make sure that it was fully responsive to their needs.

Bright clear colors have been used to identify active areas, such as public and circulation spaces, while subdued colors in classrooms and lecture halls have been selected to minimize distraction in a learning process where sight has to make up for lack of sound.

Uncommon Dining Commons Reflects Youthful Note

One trend in restaurants is to create elaborate replicas of everything from castles and cathedrals to pubs and stock-ades.

On college campuses, dining halls range from panelled stodginess to utilitarian designs with all the glamor of army mess halls.

But the Dining Commons of the National Technical Institute for the Deaf imitates nothing, is utilitarian without being spartan and reflects a bright, refreshing note of youth.

The 31,300 sq. ft., two-story building straddles a small road that winds through the campus. On one side of the road, the Commons includes a student-faculty lounge, meeting halls and a mailroom. On the other side is the kitchen and storage areas.

In the bridge area above the road is the large U-shaped dining room with a panorama view of the campus.

The color scheme is one that would be hard to find in most university clubs. It includes brilliant orange carpeting, bright functional green furniture and wood paneling accented by textured concrete. Nature itself is the prime decoration.

The dining area has a 475-seat capacity to accommodate, in two seatings, at least 950 students, staff and faculty.

Round tables allow deaf persons to communicate by speech reading, sign language and fingerspelling. Also, since this is a visual form of communication, moveable partitions can be placed around tables for privacy.

On the inside walls, painted with color graphics, there are two large white areas that serve as projection screens for movies or visual presentations. When not used for this, TV sets are installed for closed-circuit or public telecasts.

The Dining Commons is situated between the academic building and residence hall in the new \$27.5-million facilities.

NTID's Theatre With A Silent Stage

In this theatre you can have a front-row seat for a lot of stage shows and never hear a word from the stage. But Shakespeare, Marcel Marceau and Johnny Carson would love it.

It's called the Experimental Educational Theatre, an extraordinary 542-seat facility at the new campus of the National Technical Institute for the Deaf.

The acoustics are as good, or better, than any found on Broadway. So is the view from any seat in the house. But, because the NTID students on stage and in the audience are deaf, most of their productions are mime—that classic "stage work" that dates back to ancient Greece.

What would turn on any actor, entertainer or musician is the amount of infinite care taken in designing every aspect of this theatre, which is far more than just a theater for people to watch a performance.

Many students are interested in the theater work involving set design, costuming, lighting and even performing. For them, the theater is a classroom where they learn technical as well as theatrical aspects of show business.

Many of the students will use the theater to act out literature, study mock trials or attend everything from lectures, speeches and performances to movies, slide shows and concerts.

In addition to the well-equipped stage, there's a rehearsal room, costume room, workshop, control room, dressing rooms and even the traditional theater "green room"—a relaxation hideaway for performers who "turn green" before or after shows.

One problem facing the deaf students was solved with another medium of show business—television. Usually, lighting and set-control personnel communicate with stage managers by headsets. These have been replaced by a closed-circuit TV system that allows visual communication.

The audience is one of the biggest beneficiaries of the theater's design. The 542 seats are steeply tiered and arranged for an unobstructed line of sight to every corner of the stage.

For deaf students attending a sound performance, and for a hearing audience that does not understand the sign language and gestures involved in a deaf performance, another arrangement has been made.

The first 200 seats in the theatre have lights in the arms of the chairs so you can follow a script while watching a production.

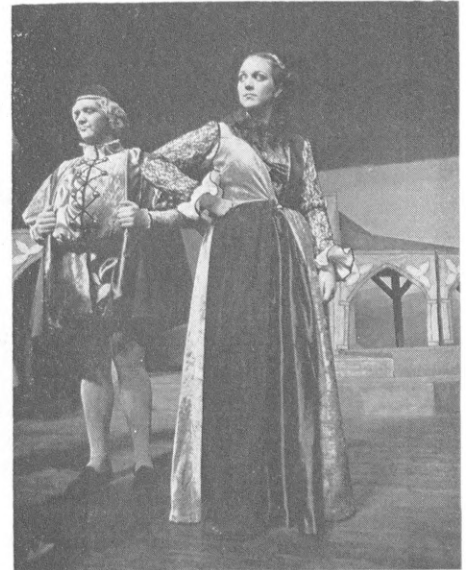
Even the late comer hasn't been overlooked. High in the back of the theater, near the entrance, is an observation window. This enables a deaf person to know when a performance is in progress so he can enter at an appropriate time without disturbing others.

While many aspects of the Experimental Educational Theatre might delight a playwright or performer, the emphasis is on education—they take it very seriously at NTID.

NOVEMBER, 1974



Paul Johnston of Lake Oswego, Ore., headed the NTID Drama Club cast in their Dedication production of "The Taming of the Shrew."



Sally Grillo of St. Louis, Mo., and Michael Lowe of Butler, Texas, added their talents to the colorful cast of "The Taming of the Shrew," production performed by the NTID Drama Club.



Rick Clark of Batavia, N. Y., and Donna Nelligan of Rochester, N. Y., provided comic highlights during the NTID's Drama Clubs production of "The Taming of the Shrew."

A Deaf Adult Speaks Out

A Deaf Adult Speaks Out by Leo Jacobs has just been published by the Gallaudet College Press.

Leo M. Jacobs is a teacher of mathematics at the California School for the Deaf, Berkeley. He is a deaf man, the son of deaf parents, the father of a deaf and a hearing child, the husband of a deaf woman. It is out of his personal experience and his extensive knowledge of the deaf community that he has written this book.

This book should provide a bridge by which hearing persons can gain an insight into the world of the deaf person, and specifically into the world of education as it affects the deaf child.

During the 1972-73 academic year, Jacobs was the recipient of the Powrie V. Doctor Chair of Deaf Studies at Gallaudet College. **A Deaf Adult Speaks Out** is the fruit of that year of study and teaching at Gallaudet. Said Jacobs, "I saw in the offer of the Doctor Chair, a chance to 'tell it like it is' about the world of deaf adults—which has been my world, too."

A Deaf Adult Speaks Out is available from the Gallaudet College Bookstore (7th and Florida Ave., Washington, D.C. 20002) at a cost of \$4.80 for hard cover editions and \$2.40 for paperbacks plus postage.



NTID Dormitories Add The Personal Touch

Take a good-size room, add a student or two, and something magical often happens.

By "adding a few personal touches," they can achieve an aesthetic result resembling a train collision in a football locker. Classic examples can make decorators or slumlords weep.

One attempt to maintain some order in this traditional practice is reflected in the new dormitories of the National Technical Institute for the Deaf. In the residence halls, which include 359 double rooms and 29 singles for students, the specially designed furniture looks like a series of building blocks. The units are interlocking modules that can be put to-

gether in various arrangements to allow room for all the inevitable "personal touches."

It can all be put together so that the bed, desk, cabinets, wardrobes and chests occupy no more floor space than a single bed. Or the individual units can be spread out in a more conventional manner.

Each student is assigned a bed, desk surface, chair, wardrobe, desk pedestal, chest and shelf units. There are additional units so students can trade pieces of furniture. The modular furniture is only one of many innovations at NTID's new \$27.5-million complex.

NTID Designed By Architects Of Hugh Stubbins and Associates

The National Technical Institute for the Deaf was designed by the firm of Hugh Stubbins and Associates, Inc., Cambridge, Mass. President and principal architect is Hugh Stubbins, Jr. A graduate of the Georgia Institute of Technology and with a master of architecture degree from Harvard, he served as professor at Harvard's Graduate School of Design for 13 years. At the time that he resigned to devote full time to his own practice, he was chairman of the Department of Architecture. He established Hugh Stubbins and Associates in 1949, and since then his firm has gained an international reputation for the quality of its design, in 1967 winning the American Institute of Architect's Architectural Firm Award.

Mr. Stubbins is a Fellow of the American Academy of Arts and Sciences, an Associate Member of the National Academy of Design, a Fellow of the American Institute of Architects, an Academician of the National Academy of Design and was recently honored with an Award of Merit from the Institute of Southern Affairs and the Southern Academy of Letters, Arts and Sciences.

Over the years the firm's practice has included a wide range of prototype building designs, for new and innovative structures, with emphasis on quality of design solutions, environmental compatibility and cost.

From a beginning in residential and educational architecture in the New England region—notable chiefly for its pioneering use of the open plan, meticulous detailing and concern for environmental integrity—the firm's range and reputation became international with the completion of the American Legation in Tangier and the design for the celebrated Berlin Congress Hall.

More recent buildings include the Philadelphia Veterans Stadium and significant campus work at Princeton, the University of California, the University of Massachusetts, Mount Holyoke College—and at Harvard, the Loeb Drama Center, the Countway Library of Medicine, and the Nathan M. Pusey Library. Major multi-use HSA-designed projects are now under development for the Federal Reserve Bank of Boston, the First National City Bank of New York and for downtown Atlanta.

Hugh Stubbins and Associates is not a stranger to the RIT campus, nor to the special needs of the handicapped. The firm designed the College of Fine and Applied Arts and the College of Graphic Arts and Photography for the 1300-acre RIT campus. In New York City, the firm designed the recently opened Teachers College Research and Demonstration Center which houses one of the most advanced environments for studying, testing and evaluating the education of all handicapped children.

The design of the National Technical Institute for the Deaf, the first large-scale endeavor to provide postsecondary education for the deaf within a "hearing" college environment, reflects the firm's pioneering approach.

The work of Hugh Stubbins and Associates, Inc., has been widely published both in the United States and abroad and honored with over 36 national design awards from such organizations as the American Institute of Architects, the United States Office of Education, the American Library Association; the American Institute of Steel Construction; **Progressive Architecture and Architectural Record.**

Typists And Recorders Needed For VII World Congress, 1975

If you like the prospect of aiding the Congress, this will be on a voluntary basis. There may be some fringe benefits, but your reward will be the satisfaction of a job well done.

Contact Nancy Kensicki, chairperson of reporting at TTY 301-350-0528 nights or write her at Gallaudet College, Box 80, 7th and Florida Avenue, Washington, D. C. 20002.

JOB OPENINGS

We have received funds to establish a community service center for the deaf. We have established three positions:

Coordinator
Counselor Aide (this position has been filled)
Secretary/Interpreter

POSITION: Coordinator

QUALIFICATIONS: B. A. Degree in Social Work or related field. M. A. will be considered, interpreting skills necessary; fluent knowledge of sign language will be considered.
At least two years experience in working with deaf persons.

STARTING DATE: January 1975

SALARY: Salary depends on qualifications and experience. Please send resume, write or call for more information.

DEADLINE FOR APPLICATIONS: January 1, 1975

POSITION: Secretary/Interpreter

QUALIFICATION: At least two years secretarial experience. Must have at least 60 wpm typing speed.
Interpreting skills necessary; fluent knowledge of sign language will be considered.

STARTING DATE: January 1975

SALARY: Salary depends on qualifications and experience. Please send resume, write or call for more information.

DEADLINE FOR APPLICATIONS: January 1, 1975

Ms. Ann Davidson
Director, Deaf Program
Goodwill Rehabilitation Center, Inc.
2701 North Cherry Street
Winston-Salem, North Carolina 27105
Phone: Area 919 724-7805 Voice or TTY

The following excerpt appeared in the Congressional Record of Monday, September 30, 1974:

Senate

NATIONAL TECHNICAL INSTITUTE
FOR THE DEAF TO BE DEDICATED
ON SATURDAY, OCTOBER 5, 1974—
SENATOR RANDOLPH EXPLAINS
VALUABLE WORK BEING CARRIED
FORWARD

Mr. RANDOLPH. Mr. President, the dedication of the new National Technical Institute for the Deaf will occur on October 5, 1974. It is appropriate to bring to the attention of this body the completion of the new building complex on the campus at the Rochester Institute of Technology in upstate New York.

Those of us who share sponsorship of the bill introduced on April 1, 1965, have personal satisfaction in noting that the legislation has come to fruition. We are delighted that Mrs. Lyndon B. Johnson, wife of the former President of the United States, will be the speaker at the dedication ceremonies. It was President Johnson who signed the law that created the Institute.

I am gratified that President Paul Miller, of Rochester Institute of Technology, the sponsoring institution, and formerly of West Virginia University, will be working with Dr. Robert Frisina, Director of the National Technical Institute for the Deaf. They will labor to carry forward the provisions of the law that established this unique technical and vocational program.

I share with my colleagues an overview of the National Technical Institute for the Deaf. Congress, in an attempt to update prospects for deaf employment in the United States, established the Institute for the Deaf in 1965. It was the first major assault on deaf employment which historically had been characterized by underemployment and unemployment.

The postsecondary program was placed on the upstate New York campus of Rochester Institute of Technology, a college that had a long history of success in technical education. As the only national postsecondary technical and vocational program, NTID also represents an attempt to educate a large number of deaf students on the same college campus with hearing students.

Since NTID opened its doors in 1968, it has sent some 300 deaf graduates to productive technical jobs in 31 States. "Our mission is to provide deaf students with the technical, personal, social, and communication skills needed to compete in the hearing world of work," said Dr. Robert Frisina, director of NTID.

The enrollment of deaf students has grown from 70 in 1968 to 450 students in 1974. With completion of a new \$27.5 million complex this past summer, enrollment will expand to 750 deaf students, representing every State in the Nation.

NTID offers special training leading to certificates, diplomas and associate degrees in business technologies—office practice and procedures, data processing, accounting—visual communications, technologies—applied photography, printing technology, applied art—engineering technologies—architectural technology civil technology, electromechanical technology—and technical science—medical lab technician, medical record technician—and baccalaureate degrees through Rochester Institute of Technology.

Advisory committees, comprised primarily of representatives from business and industry, help keep NTID programs in concert with the needs of industry. "Many NTID staff members come from industry and bring a wealth of practical experience," Dr. Frisina states.

The educational programs are established at the certificate, diploma and associate degree level to allow multiple exit points to direct employment. "We place our emphasis on the student," said Dr. Jack Clarq, assistant dean for technical education. "We attempt to mold our training programs to the needs of the particular student, more than conventional educational goals which cater to the average student."

For the deaf student who has an interest and qualifies, all of the other eight colleges within Rochester Institute of Technology are accessible through cross-registration. Rochester Institute of Technology has internationally renowned programs in its College of Graphic Arts and Photography and College of Fine and Applied Arts.

Unlike the conventional educational programs, extensive support services of interpreting, tutoring and notetaking help deaf students succeed. In addition, there are preparatory programs in English, math and science that help deaf students overcome the educational lags caused by deafness. Since NTID also is accountable for placing its graduates on jobs, it has an extensive job placement program.

Dr. Frisina said:

Unlike most colleges and universities, NTID cannot afford to leave employment to chance, but our placement will only be as good as our preparation. Job history of the deaf and other disadvantaged groups asserts that anything short of a comprehensive program will not succeed.

NTID has a highly individualized job placement program. It means matching the right student to the right job based on his or her personal skills. The office of occupational liaison and research develops a detailed skills profile on each student prior to graduation.

NTID employment specialists then work closely with the employer in the initial stages of employment and maintain a liaison with the company thereafter.

Dr. Frisina states:

Since our students come from virtually every State, our placement contacts are both broad and complex. We feel we have a valuable resource in our skilled deaf students, but business and industry must make a personal commitment to hire our graduates. Someone must open the door.

Mr. President, the doors of industry are being opened. Of the 193 graduates through 1973, 96 percent seeking jobs were employed, and 94 percent of those were hired in their area of training and paid at a level commensurate with their skills. Ms. Buller, who graduated from the medical record technician program, is the first known deaf person to pass the national art accreditation examination. Ann Daltry, who graduated from the medical lab technician program, is employed at the Manatee Memorial Hospital in Bradenton, Fla., and is the first deaf person to pass a State medical laboratory technician examination. Other NTID graduates are on the tax rolls as draftsmen, engineers, accountants, and photographic and printing technicians.

We congratulate President Miller, Dr. Frisina, and his staff on an excellent beginning. It is our hope that National Technical Institute for the Deaf will become a model of excellence in technical and vocational training and opportunity for deaf Americans.



Dr. Robert Frisina (left) and Congressman Hugh L. Carey of New York, who is now the governor-elect of New York, confer prior to the dedication ceremony. The painting, which says "I Love You" in sign language, was painted by an RIT professor and presented to NTID during the dedication festivities.

NITD Proves The Deaf Can Succeed In Hearing World Of Work

Richard McElwain is employed as an electrical engineer with Xerox Corporation in Dallas, Tex., and expects "upward mobility."

Jeanne Buller is a medical record technician with a large hospital in Los Angeles, and came to her job with "superb training," according to her supervisor.

Gerald Gamlin, technical photo finisher with Polaroid Corporation's Copy Service Department, likes the benefits he gets from working for a large company.

Janice Bonehill, an architectural draftswoman with consulting engineers Barnard and Maybeck in Scottsville, N.Y., feels she is capable of competing with any male counterpart.

All four are recent college graduates and have one thing in common—they're deaf. They, along with 300 other deaf young people, are demonstrating that deaf people can successfully work side by side with the hearing in technical areas if given the proper training.

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The postsecondary program was placed on the Upstate N.Y. campus of Rochester Institute of Technology, a college that had a long history of success in technical education. As the only national postsecondary technical program, NTID also represents the first attempt to educate a large number of deaf students on the same college campus as the hearing.

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"Our mission is to provide deaf students with the technical, personal, social, and communication skills needed to compete in the hearing world of work," says Dr. Robert Frisina, director of NTID.

The deaf Institute's enrollment of students from nearly every state has grown from 70 in 1968 to 450 students in 1974. With completion of a new \$27.5-million complex this summer, enrollment will expand to 750 deaf students, representing every state in the nation.

NTID offers baccalaureate degrees through RIT, and special training leading to certificates, diplomas and associate degrees in Business Technologies (office practice and procedures, data processing, accounting); Visual Communications Technologies (applied photography, printing technology, applied art);

Engineering Technologies (architectural technology, civil technology, electromechanical technology); and Technical Science (medical lab technician, medical record technician).

"Each program has been initiated because of its long-range career potential," says Dr. William E. Castle, NTID dean.

One example is a new optical finishing program, which was developed through Bausch and Lomb Co. of Rochester. "Industry forecasted the need for well-trained technicians to produce finished prescription eyewear," Dean Castle adds.

Advisory committees, comprised primarily of representatives from business and industry, help keep NTID programs in concert with the needs of industry.

"Many NTID staff members come from industry and bring a wealth of practical experience," Dean Castle states.

The educational programs are established at the certificate, diploma and associate degree level to allow multiple exit points to direct employment.

"We place our emphasis on the student," says Dr. Jack Clarcq, assistant dean for Technical Education. "We attempt to mold our training programs to the needs of the particular student, more than conventional educational goals which cater to the average student."

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Unlike the conventional educational programs, extensive support services of interpreting, tutoring and notetaking help deaf students succeed. In addition, there are preparatory programs in English, math and science that help deaf students overcome the educational lags caused by deafness.

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To date, doors of industry are being opened. Of the 193 graduates through 1973, 96 percent seeking jobs were employed, and 94 percent of those were hired in their area of training and paid at a level commensurate with their skills.

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"Some companies we approach are a little negative until we convince them that our students have the training and skills to be productive on the job," adds Vic Maguran, who directs NTID's placement efforts.

"We are attempting to reverse the history of deaf employment, and that's exciting. But our individualized approach will become tougher as our number of graduates increases. We are so new, and there are so many things we have to do in such a short time that it's like constructing a kite and flying it all at the same time. A bigger assist by industry would help."

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Classrooms And Halls Inside-out At NTID

The old school—no school—was ever like this.

Things seem to be turned inside-out in the new academic building at the National Technical Institute for the Deaf.

In the old days, some fun-loving ex-kids designed classrooms with high, puttied windows that wore crooked, drab-green shades. Through these portals, your dreams—and attention—could fly.

While wisdom was scrawled on a chalkboard, your imagination could climb the castles of clouds or marvel at the creepy crawly things parading up the window panes.

In the old school halls, called corridors by the faculty, it was different, darker, windowless. Dream or pass the time of day there, and you'd risk being trampled by a herd of sneakers and back-to-school Hush Puppies racing bells between classes.

But at the new NTID facilities things are reversed. Some campus graffiti tells the tale :

"Hey diddle diddle
the rooms are in the middle
and the hallways have the view."

The dreamers have lost to the doers, or at least have been put in their place. And, according to the school faculty, it's all for the sake of education.

The pie-shaped classrooms resembling miniature auditoriums, are clustered in groups of four around compact audio-visual rooms. No windows, no open doors, not even the hint of outside sound or vibration penetrates these classrooms.

All attention must be directed to the teacher, who uses an array of rear-screen and overhead projection, TV, computer consoles, audio devices and traditional blackboards.

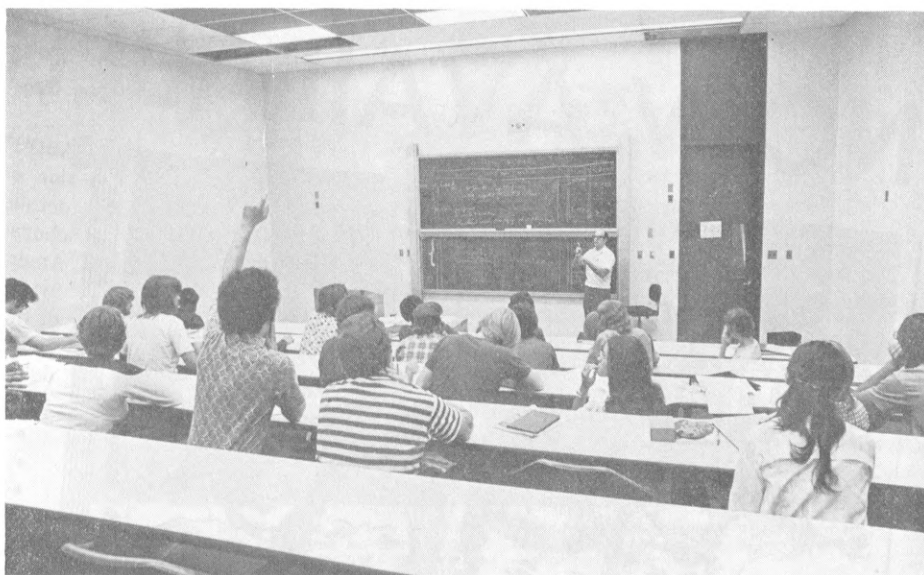
No clouds, no creepy crawly things, no wanton calls to freedom. Attention cannot escape.

But outside, it's a bright new story. The halls are called streets. And they had as much resemblance to the stuffy old corridors as Washington, D.C.'s Pennsylvania Avenue has to a back alley.

Here are the windows—walls of them—framing landscaped courtyards and panorama views of campus greens and open fields. Overhead are skylights filled with enough clouds and northern light for any painter.

In these enclosed boulevards are trees, plants, shrubs, lounge furniture and display kiosks. Gone are the darkened walls, replaced by light paneling and brickwork.

The whole idea is that the classroom is for concentration, and the halls are for leisure. After the student's intensive concentration in classroom, where communication is done through the visual sense, he needs the relief of the hall.



Shown above is a typical NTID classroom with its innovative features designed for deaf students.

School Bells See The Light At NTID

The dingaling school bells and ban-shee buzzers that have long ruled the academic world have been replaced by a series of lights that flash, wink and glow at the new National Technical Institute for the Deaf facilities. Even that untimely instrument of torture—the alarm clock—can be replaced by the lightning flash of a strobe light the size of an apple.

The series of lights, mounted on small panels in classrooms, labs, meeting halls and dorms, serve as an emergency warning and signaling system for the college's deaf students, who depend on light rather than sound in every aspect of their lives.

In the college's windowless classrooms and other instructional areas, one white strobe light (sort of a large version of a camera flashcube) and two smaller red lights are mounted high on the front walls.

In an emergency, such as a fire, the white strobe flashes on and off while the red lights hold a constant glow.

The strobe light can also be used by teachers to gain the wandering attention of students who can't hear voice commands. By pressing a button, the strobe bounces a split-second flash of light through the room.

It works—probably better than the traditional foot-stomping and desk-pounding that have been used by teachers of the deaf for years. Sit anywhere in the well-lighted room, turn your back to the light, and close your eyes tightly. You'll see the light.

And sooner or later, it will dawn on some Joe Cool of the campus to dub it

"Flash Gordon," or paraphrase John Donne with "Send not to ask for whom the light glows, it glows for thee."

In student dormitory rooms, the light panels serve more functions. The flashing white and glowing red lights signal an emergency. Or the white strobe can be used to awaken a log.

Room doorbells trigger a green light. And a soft amber light can be turned on to indicate a message or impatient date awaits the student.

The lighting system is one of numerous unique features designed for the school where more than 750 deaf students will study for technical careers. The system was developed by the Zepcon Company of Rochester.



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Jerome D. Schein and Marcus T. Delk, Jr.

Conducted by the National Association of the Deaf in Cooperation with the Deafness
Research and Training Center, New York University.

ABOUT THE BOOK . . . The Deaf Population of the United States is the first detailed account of the numbers and characteristics of the deaf people of America since 1930. This report is the most comprehensive and detailed analysis of the numbers and characteristics of deaf people ever attempted. Included are data on:

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ABOUT THE AUTHORS . . . Jerome D. Schein, the director of New York University's Deafness Research and Training Center, is considered the foremost demographer in the United States and one of the outstanding research scientists of our time. Marcus Delk, currently Coordinator of Survey Research at NYU, is a former Census Bureau member whose expertise in this field has contributed so much to insuring a valid and comprehensive report.

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New York University

Washington Square, New York, N.Y. 10003

Citibank Funds Captioning Studies

The Deafness Center has received a grant from the First National City Bank of New York to help develop a set of standards for captioning television programs. The research will be carried out by the Deafness Center's Visual Communication Laboratory, under the direction of Dr. Alan Stewart.

At present time, no one knows what type of captioning is best for deaf viewers. Among the questions which need to be answered are what size the individual letters should be, where on the screen the captions should be placed, and how many words each caption should contain. An-



Dr. Jerome D. Schein (left) accepts Citibank's grant from Mr. Richard Russo (center), Administrator of the Employee Advisory Service. Dr. Alan Stewart (right), Director of Research for the Deafness Center, will perform the captioning studies.

other important aspect of the study will be to determine how long each caption needs to remain on the screen to be read and understood by deaf viewers.

The research grant is further demonstration of Citibank's interest in helping deaf people. At the urging of Mr. Richard Russo, Administrator of Citibank's Employee Advisory Service, Deafness Center staff have been contracted to provide counseling and instructional services to the

bank's deaf employees for the past two years. About 30 deaf employees completed courses in sign language and remedial English conducted by the Deafness Center this year as part of the Bank's Student Aid Plan.

The funds given by Citibank will be used to purchase needed testing equipment for the caption experiments and will significantly advance the Visual Communication Laboratory's work.

Deaf Census Report Published By NAD

The National Census of the Deaf Population (NCDP), the first nationwide count of deaf people in more than 40 years, has been completed.

The title of the 350-page report is **The Deaf Population of the United States**. The NCDP was a cooperative effort in the full sense of the word, with virtually every organization interested in deaf people contributing. It was conducted by Dr. Jerome D. Schein, Director of the Deafness Center, under a grant to the National Association of the Deaf. Dr. Schein initiated the grant in 1968, as chairman of NAD's Research and Development Committee—a post he has held since 1965.

The final report of the five-year project was written by Dr. Schein and Mr. Marcus T. Delk, Jr. It presents a number of findings important to deaf people and to professionals in education and rehabilitation.

First, the deaf population is almost double what previous estimates had suggested. There are 410,522 people in the United States who cannot hear and understand speech and who lost that ability prior to 19 years of age. Schein and Delk have coined the term "prevocationally deaf" to describe this population and to distinguish it from those whose deafness occurred at other ages. These deaf citizens are among the 13.6 million people who have a hearing impairment. When age at onset of deafness is not considered, the estimated num-

ber of deaf persons is 1.7 million. These new figures emphasize the importance of hearing impairment. In the United States, it is the greatest chronic physical disability.

A second important finding of the NCPD is that the deaf population is not distributed evenly throughout the country. Deafness is more prevalent in urban than in rural areas, and in the North Central region than in the Northeast, South and West. The finding that deafness is not evenly distributed means caution should be exercised in applying to states or local areas the 2 per 1,000 prevalence figure, which applies nationally.

A third finding, one which is especially important to professionals in education and rehabilitation, is that there are approximately as many deaf people in the birth to-17 age range as in the 17-to-44 age range. What this means is that there will be a great increase in the demand by deaf people for social, educational and rehabilitation services in the next 10 years.

The Deaf Population of the United States is now available from the NAD. Included is comprehensive information on the hearing status, family background, education, employment, income, health problems, residence and mortality. Copies may be ordered from the NAD; \$11.50 in hardcover or \$7.50 in paperback. All profits from sales of the census report go to NAD.

National Interpreter Training Consortium Formed

Despite an extensive program of certification by the Registry of Interpreters for the Deaf (RID), the shortage of qualified interpreters remains severe. To meet the need for more and better interpreters, five institutions—California State University at Northridge, Gallaudet College, St. Paul Technical-Vocational Institute and the Universities of Arizona and Tennessee—have joined with the Deafness Center to form the National Interpreter Training Consortium (NITC).

The first objective of the NITC, which is supported by a grant from the Rehabilitation Services Administration, is to increase the number of qualified interpreters. This objective will be accomplished in two steps. During the first six months, 300 uncertified interpreters will receive training to upgrade their skills. In succeeding years, while efforts at upgrading continue, the NITC will recruit and train people who have had no previous experience to become interpreters.

A second objective is to prepare interpreters for low-verbal deaf persons. This group presents the greatest communication challenge. Even experienced interpreters may have difficulty with deaf persons who present little or no formal education, or who come from non-English backgrounds. Such persons require interpreter specialists.

A third objective of the NITC is to assist state Vocational Rehabilitation agencies implement the individualized written rehabilitation program required by the Rehabilitation Act of 1973. Joint development of the rehabilitation plan requires good communication between the deaf client and his counselor. In many cases, the planning sessions will require interpreting because many VR counselors cannot communicate adequately with deaf clients.

Finally, the NITC will endeavor to meet the long-term needs of deaf people for interpreter services by establishing at least one training facility in each state. These training facilities will assure the continuation of interpreter training after the NITC dissolves.

Cooperation with RID, NAD and PRWAD is underway to ensure that the deaf population is adequately prepared to take maximum advantage of available interpreter services. By coordinating interpreter training, the NITC not only hopes to provide more interpreters but also to provide them when and where they are needed. Coordination will mean uniform excellence in interpreting and proper distribution of interpreters.

Want to know who represents the NITC in your area? Write to us at the Deafness Center, and we will send you the appropriate information.

Signs For Deaf-Blind Students

A 140-minute color film called, "Modified Manual Communication for Deaf-Blind Children," has been produced by the Deafness Center in cooperation with the Mid-Atlantic, North and Caribbean Region Services to Deaf-Blind Children, New York Institute for Education of the Blind. Mr. Khogendra Das, coordinator of services for deaf-blind children, initiated the project and provided funds for the filming.

The film depicts 485 signs modified to be intelligible to deaf children whose vision is severely impaired but still functional. A manual which describes each sign and provides practical sentences has been prepared to accompany the film. The film is intended for use by teachers and parents of deaf-blind children.

Many deaf-blind children have enough vision to be able to distinguish signs, if they are large enough. Signs are changed only to make them more visible to those with limited sight. For example, "smooth" is signed by stroking the inside of the arm with the opposite hand. The standard sign for it could not be discerned by the visually impaired children.

The project was directed by Carol Tipton and Martin Sternberg, of the Deafness Center staff. They were assisted by teach-

ers from the New York Institute and by fellow Deafness Center staffers, George Johnston and Lily Corbett. The entire series of signs, modified and standard, was tested with deaf-blind students. Their enthusiastic grasp of sign language led to the film's development.

The film will be available to all interested programs throughout the United States.

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By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

Humor

AMONG THE DEAF

Said a well-meaning woman after her first conversation with a lip-reading deaf girl: "When she looks at me she can hear me, but when her back is turned to me she can't hear me." WAD Pilot

Eating dulls your hearing, according to one physician.

This may be nature's way of protecting us from after-dinner speakers.

The following was taken from Lenny Warshawsky's Spotlight who quotes in turn gleaned it from "Vibrations" magazine of Flint, Mich.:

A deaf man was on a return flight home. As usual, at the start of the flight the stewardess brought drinks. The man ordered one and in signs said "Thank you" to the stewardess. Later she brought his meal. Again he signed "Thank you." Soon after the stewardess brought him coffee and cookies. "Thank you" he signed. This continued for the bulk of the flight. When the plane landed and the passengers were leaving, the stewardess motioned the man aside. "You were blowing kisses to me the whole trip. Now that we have landed, what do you propose to do about it?"

Gerald (Bummy) Burstein handed me this one:

HAVE YOU HEARD THIS ONE?

He: Anna and Sam are an ideal happily married couple.

She: How's that?

He: He snores all night, but she is deaf.

This one too from Bummy Burstein:
The boss: How is it that every time I come into this office I see you doing nothing except standing by the window and looking out of it?

The blonde clerk: That is because of my ears.

The boss: What have your ears got to do with it?

The blonde clerk: Well, you see sir, I am deaf, and do not hear you coming.

—Both this piece and the one above it came out of "Demama" (Equivalent to "Deaf American,") Israeli magazine.

Mario Leonardi, Waterbury, Conn., sent me a puzzler. A cartoon, taken from the Family Food Garden, Grass Valley, Calif., showing a woman chiding a stunted, potted plant for not growing up like three others beside it. They were tall and fully foliated while the little plant cowered itself into the pot. The woman was addressing the midget plant, "What's the matter, are you deaf?"

(I did not understand this one so asked a neighbor, Mrs. Marguerite Mac Morris, and Miss Lucy Lewis, teacher at the CSDR. They tell of people who water plants, feed them, caress them, talk to them and help them to grow. So this explains the puzzle.)

Have a laugh on this with me: A short letter from Ken Murphy: A friend gave me some cookies of which she was very fond. They were smothered with sesame seed all around them and were delicious, too.

Another friend called by and helped with a sampling. Then asked how many I had eaten and replied, "After eating so much of that sesame seed, your voice has improved. You may sing like a bird."

Next day, I narrated the above to my "hearing ear," a close relative and confidante and was told, "By some coincidence, it is possible that your voice has improved. It is also possible that you may sound like a bird. I mean, like an old rooster crowing at six o'clock in the morning."

HOW DID IT BEGIN?"

In Minnesota the deaf have a hand sign taken from a history book picture showing Columbus going by and one man indicating by signs to another that Columbus was "tetched in the head," crack-brained, crazy for thinking the earth was round. The sign is made by touching the temple of the head with two fingers of the hand. Now we have come to use the sign in lines like "I'm crazy for hamburgers," "I'm crazy for you," etc.



Taken from Whipple and Borth's "There Oughta Be a Law." Sunday comics:

Young receptionist: Poor Cardley!

Ms. Grindstone: Oh? What's he done now?

Y.R.: Nothing for a change . . .

Ms. G.: That's a change?

Y.R.: Don't pick on him. Gee . . . he's having enough trouble with his hearing . . .

Ms. G.: I didn't know . . . what's the matter?

Y.R.: He can't seem to hear anything with his left ear . . . Even with a hearing aid plugged in it.

Ms. G.: (Accosting Cardley in his cubicular office) Psst, what's the score?

Cardley: Tied up, 6 to 6 bottom of the eighth . . .

Y.R.: (going up to Ms. G.): You mean? . . .

Ms. G.: Just a recurring infection of playoffitis brought on by close contamination with a pocket radio . . .

Thanks to the one who sent me a clipping containing the following, and my apologies for losing his identity:

Dear Ann Landers: I was amazed to read your remarks chastising the person who used the expression "deaf and dumb!" You suggested instead "deaf and mute."

This is to tell you we don't care much for "deaf and mute" either. Actually, very few deaf people are mute. Some of us speak with difficulty and are not understood, but about 99 44/100ths of the deaf people can (and do) say "ouch" when they are pinched. So please tell your readers that we may be deaf, sometimes silent, often quiet, but practically never mute.—F. S. (National Association of the Deaf, Silver Spring, Md.)

—Dear F.S.: Now I'm saying "ouch" and I offer my humble apologies. One thing is certain. Deaf people might not hear, but they certainly do read and boy, they do write!

R. O. Wright sent me a clipping taken from Allen Spraggett's column, The Unexplained, printed in the Oakland Tribune. The article in question was headed, "Did ESP Save Her From Tidal Wave?"

On Wednesday, May 25, 1960, tidal wave warnings sounded across the Hawaiian Islands.

Mrs. Emmet G. North was home when the alarm came. Her home was in the threatened area. But Mrs. North was unable to seek safety because she was confined to a wheelchair.

Her husband was out of town on business. Mrs. North tried to get help by phone but the storm had blown down the lines. She was trapped while somewhere out there the tidal wave was rolling relentlessly toward her.

In her plight, the woman tried to send a mental call for help. She attempted to reach someone, anyone, who could help her.

"I'm trapped. I need help," she sent out in her thoughts. Meanwhile a visitor from Idaho, 70-year-old Thomas Powers,

NOVEMBER, 1974

DID NOT LIKE SERMONS

A gentleman who was fond of music but disliked sermons stopped in front of a church to hear the organ. But as he could not hear it distinctly, he went in and sat down. Pretty soon the minister called for prayer so the musician put his fingers in his ears so that he could not hear the prayer. A fly alighted on his nose and the musician shook his head again and again, but he could not get the fly off without taking his fingers out of his ears. Finally he grew very angry, and smashed the fly on his nose, but the words of the prayer reached his ears as soon as he drew his fingers after this, the musician became a Christian and went to church every Sunday. A fly was the means of converting him.

—The Weekly News, Californian News

* * *

A REBUKE

A minister who neglected his pastoral duties was reminded of his delinquency by a sharp rebuke. A poor old deaf man resided in Fife and was visited by the new minister shortly after his coming to the pulpit. The minister said he would often call and see him, but time went on and he did not visit him until two years after, when happening to go through the street where the deaf man was living, he saw his wife at the door and could therefore do no other than inquire for her husband. "Well, Margaret, how is Tammas?" "None the better o' ye," was the curt reply. "How! how, Margaret," inquired the minister. "Oh, ye promised two years syne to ca and pray once a forenight wi him and has ne'er darkened the door sin' syne." "Weel, weel, Margaret, don't be so short. I thought it was not very necessary to call and pray with Tammas for he is sae deaf he cannot hear me." "But, sir," said the woman with a rising dignity of manner, "the Lord's no deaf."

—Leisure Hours, WMJ (1881)

Announcement: New Position

MAURINE GOODRICH CENTER FOR THE DEAF

QUALIFICATIONS: Must have knowledge of implications of deafness, acceptance by the deaf, receptive and expressive communication skills with deaf and hearing, experience in helping deaf persons handle problems and obtain services, experience in promoting public awareness of deafness. **Desirable:** Professional experience with the deaf, administrative abilities, ability to recruit and coordinate volunteers, experience in establishing deaf adult education services, ability to write funding proposals. Degree(s) preferred, but not required.

RESPONSIBILITIES: To plan and implement social and service programs, and operate new center for the deaf, with direct services to deaf people.

TITLE: Administrator. **SALARY:** Up to \$14,000, Dependent on qualifications.

DEADLINE FOR APPLICATIONS: January 15, 1974.

APPLY TO: Maurine Goodrich Center for the Deaf, Tarrant County Services for the Hearing Impaired, Incorporated, Regina Browning, Corresponding Secretary, 3445 Avenue C, Ft. Worth, Texas 76105.

Yates Directs Virginia Council For The Deaf

Fred P. Yates, who has served at the Virginia School for the Deaf and the Blind in Staunton for 22 years, became the first full-time executive secretary for the Virginia Council for the Deaf effective July 1, 1974. While he was with VSDB he worked as a teacher, dean of students, editor of the Virginia Guide and for the past seven years as assistant principal in the Department of the Deaf.

The Virginia Council for the Deaf is a 14-member state agency with offices in Richmond and was created two years ago by an act of the Virginia General Assembly. For the past year J. Rex Purvis served as part-time executive secretary and has returned to his full-time position as state supervisor for Services to the Deaf and Hard of Hearing in the Department of Vocational Rehabilitation.

The purpose of the Council is to act as a bureau of information to the deaf, to state agencies and institutions which provide services for the deaf, to local agencies of government and to other public or private community agencies and programs. It is the duty of the Council to help deaf people receive and benefit from services provided by the state, local or private agencies.

In addition, the Council is to act as an advocate for the deaf through public awareness programs alerting the state and community as to the existence and needs of deaf citizens as well as working with and through local community colleges and programs to develop needed lines of communication between the deaf and the community.

The Council is to evaluate programs for the deaf but it should be clearly understood that the Council has no powers



Fred P. Yates

of supervision over other agencies. Through mutual cooperation and through information received from the deaf individuals or groups throughout the community or state, an agency may better meet the needs and wants of deaf Virginians.

The Virginia Council for the Deaf is funded by the State of Virginia. During the 1973 fiscal year it operated on a \$30,000 budget which was increased to \$43,555 for the 1974-1975 fiscal year to allow for employment of a full-time executive secretary.

The new location of the Council office in Richmond is 4915 Radford Avenue, Room 207. Mr. Yates can be contacted by TTY or phone at 804-770-6084 or 804-770-6487.

Three New Community Service Centers Established

The Office of Public Service Programs at Gallaudet College has obtained a grant from the United States Office of Education to develop community service centers in Philadelphia, Pa., Charlotte, N.C., and Richmond, Va. While the Office of Education received more than 200 applications for such grants, only 11 projects, including Gallaudet's were funded.

Building on the experience of Gallaudet in administering the same type of project in the District of Columbia, the three new community service centers are assisting the hearing impaired in Philadelphia, Charlotte and Richmond in obtaining community services and educational opportunities. With the co-operation of three community colleges (The Community College of Philadelphia, Central Piedmont Community College in Charlotte and J. Sargeant Reynolds Community College in Richmond), the new centers are working with and building on local ongoing efforts geared to the needs of the deaf. The project is educating the communities involved to their public responsibility to serve all citizens regardless of hearing impairment and resultant communication problems.

Among their programs aimed at correcting this situation, the new community service centers are providing special orientation to deafness workshops for public agency personnel including nurses, doctors, policemen, welfare workers, family counselors and other social workers. Other programs are being made available in the areas of providing sign language interpreters in regular continuing education classes, informing deaf citizens of their local resources, assisting deaf citizens in developing their own leadership skills, determining priority service needs of the deaf and determining which agencies are qualified to provide the needed services.

Each community service center, with one professional and one clerical worker in its office, is receiving direct assistance from Project Director Albert T. Pimentel at Gallaudet College. Pimentel, director of Public Service Programs at Gallaudet, is facilitating the distribution of special teaching packages on deafness, development of any special media needed and consultation on program development in Continuing and Community Education Services, and generally marshalling the extension resources on deafness at Gallaudet College in support of the three community service centers.



interprenews

Contributed Monthly by the Registry of Interpreters for the Deaf

RID EXECUTIVE BOARD

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Deaf Awareness Happening

Last month we told you what Deaf Awareness is all about. Now we can tell you some of the fantastic things that have been happening.

... People are hearing the song "I Hear Your Hand" over "Top Forty" radio stations in Maine, Pennsylvania and Indiana.

... Mary Jane Rhodes has been interviewed on radio.

... Recipients of the Deaf Awareness packet in Oregon were the first to order additional materials.

... Indiana School for the Deaf has ordered extra copies of the TV public service spot and the full-feature film.

... Deaf Awareness materials and the TV spot have been requested in England, Canada and Germany.

... Teachers, parents, deaf people and professionals are setting up booths at state fairs, schools, libraries, everywhere!

To encourage the sale of Deaf Awareness Year One materials, we are offering some free gifts for quantity sales. For example, you can earn a free set of "I Hear Your Hand" TV spots by turning in \$270.00 from the sale of bumper stickers, decals and buttons. Other gifts are available for sending in \$180.00 and \$360.00. For further information write to the RID office.

Overseas Visitor

Gallaudet College, the RID and other organizations serving the deaf were

pleased to be able to work and visit with Ms. Britta Hansen, Assistant Director, Center for Total Communication in Copenhagen, Denmark. She was in Washington for a few weeks in October to learn about the study of sign language, training of interpreters and organizations serving the deaf in the United States.

American interpreters might be interested in what we found out about interpreting for deaf people in Denmark. Any deaf person in Denmark can obtain an interpreter paid by the government for any court case, any college course work and in the medical and social settings. The Center is working to expand the situations where interpreters are provided. Compensation for interpreters is about \$10.00 per hour (Ms. Hansen compared the full-time interpreter salary to that of a skilled carpenter). The Center is very interested in evaluation of interpreters in the U.S. and in training of interpreters, so the RID and the National Interpreter Training Consortium will be corresponding with Ms. Hansen in the future.

RID and the NITC

Carl Kirchner attended a meeting of the Consortium in July and will work with them and provide RID support and assistance in the training of interpreters. Further information regarding the NITC, what is happening in your state, and the role of the RID in the NITC can be obtained by writing to the RID national office.

ices Administration priorities is to increase the number and quality of interpreters serving the deaf community, six educational institutions have formed the National Interpreter Training Consortium (NITC). Its purposes are, in cooperation with the Registry of Interpreters for the Deaf with its 1,700 members and 43 state chapters, to:

1. Increase the number of qualified interpreters.

2. Assist state vocational rehabilitation agencies in improving their use of available interpreter resources and in developing new resources.

3. Develop in each state at least one facility for training interpreters.

Increasing the Number of Qualified Interpreters

Recognizing the seriousness of the interpreter shortage, the first goal is to upgrade the skills of persons who are now acting as interpreters. In the first year workshops will be held for 300 interpreters who have not been certified by the RID. This short-term training will enable most of the participants to become qualified to serve deaf vocational rehabilitation clients.

In succeeding years, while efforts at upgrading continue, a program will begin to recruit and train people who have had no previous experience as interpreters. This program is essential because even if all present interpreters were certified, a shortage would still exist. Preparation of new interpreters will follow a short-term, intensive training model previously tested under a grant from RSA.

Another short-term training program will be directed toward the preparation of interpreters for low-verbal deaf persons. This client group presents the severest communication challenge. Even an experienced interpreter may have difficulty with deaf clients who have had little or no formal education or who come from non-English backgrounds. Such cases require interpreter specialists.

Assisting State Vocational Rehabilitation Agencies

The NITC will contact regional and state offices to determine the interpreting needs and resources in every area. It will be pleased to develop a training

National Interpreter Training Consortium

Information Memorandum, August 1974:

The Rehabilitation Act of 1973 points up the urgency of expanding the availability of interpreters for deaf clients and improving their effectiveness. The individualized written rehabilitation program, required under Title I, Section 101(a)(9) and detailed under Section 102, underscores the primary role of interpreters. The joint development and annual review of the plan by client and counselor can not happen in the absence of clear client-counselor communication. Since most deaf clients are verbally limited and very few counselors are

fluent manually, liberal resort to expert interpreters in individual plan development is essential to insure that deaf clients have equal protection of the law.

Moreover, the focus of the Rehabilitation Act of 1973 on the severely handicapped, who include the deaf, reinforces the need to use interpreters for deaf vocational rehabilitation clients in service delivery situations in which good communication is required, e.g., diagnosis and evaluation, adjustment, vocational training, physical restoration and so on.

Since one of the Rehabilitation Serv-

plan for each state in cooperation with each state vocational rehabilitation agency. Also, NITC and the RID members will be available to assist the agencies in demonstrating the most effective ways of employing interpreter services.

Preparation of Interpreter Trainers

The NITC commits itself in collaboration with the RID to provide each state with at least one qualified teacher of interpreting. As with any foreign language, interpreting involves more than superb competence in English and sign languages. Interpreters must know how to deal with the host of factors contributing to, or detracting from, understanding of both the deaf client and the VR counselors, instructors, etc., with whom he interacts. Persons who know Sign are not necessarily qualified to interpret. Therefore, the manual communication classes conducted by the National Association of the Deaf and by various other groups should not be confused with interpreter training. Such manual communication training provides a valuable input to rehabilitation, but it does not prepare interpreters.

The NITC and the RID will jointly select at least one person in each state to become an interpreter trainer in the next five years. Some states will need more than one. In such cases, support will be sought from the state or region to provide training for the additional personnel. These trainers will then work in cooperation with NITC and the RID to continue the training and upgrading of interpreters in their states.

Advantages of NITC

Because the NITC members are experienced interpreter trainers, the program requires no start-up costs. The NITC began to function as of June 1, 1974.

The NITC and the RID will make a coordinated approach to interpreter training. The resulting uniformity means greater comprehension by deaf consum-

ers. Through cooperation with the major consumer organization, the 15,000 member National Association of the Deaf, and the major professional organization, Professional Rehabilitation Workers with the Adult Deaf, the NITC and the RID will also work to improve deaf peoples' use of interpreters.

Coordination also means that the training programs for each state will be geared to the state's ability to absorb interpreters. Ideally, the utilization of interpreters should emerge simultaneously with completion of their training. The NITC and the RID will strive toward that ideal.

Finally, the NITC and the RID can serve as vehicles for accelerating the pace of training in those states and regions wishing to speed the preparation of interpreters. Limitation in Federal funds may mean a slower attack on the interpreter shortage than a particular area deems acceptable. In such a case, the NITC and the RID can increase their input proportionately to whatever supplemental support is given for the particular locale. Thus, for a comparatively modest sum, considerable training benefits can be accrued.

Consortium Members

The following are the institutions making up the NITC:

Dr. Ray Jones, Director, California State University at Northridge, Northridge Calif. 91324.

Mr. Willard Madsen, Coordinator Sign Language Programs, Gallaudet College, Kendall Green, Washington D. C. 20002.

Dr. Jerome Schein, Director, Deafness Research & Training Center, New York University, 80 Washington Square East, New York, N. Y. 10003.

Mr. Robert Lauritsen, Program for Deaf Students, St. Paul Technical-Vocational Institute, 235 Marshall Avenue, St. Paul, Minn. 55104.

Dr. Larry G. Stewart, Associate Professor, The Rehabilitation Center, Col-

lege of Education, University of Arizona, Tucson, Ariz. 85721.

Mr. William Woodrick, Director, VR Orientation Program, Department of Special Education, College of Education, University of Tennessee, Knoxville Tenn. 37916.

The Registry of Interpreters for the Deaf

Mr. Carl Kirchner, President, Registry of Interpreters for the Deaf, P.O. Box 1339, Washington, D.C. 20013.

State	Consortium Member
Alabama	UT
Alaska	CSUN
Arizona	UA
Arkansas	UT
California	CSUN
Colorado	CSUN
Connecticut	NYU
Delaware	GC
District of Columbia	GC
Florida	UT
Georgia	UT
Hawaii	CSUN
Idaho	CSUN
Illinois	TVI
Indiana	GC
Iowa	TVI
Kansas	TVI
Kentucky	UT
Louisiana	UT
Maine	NYU
Maryland	GC
Massachusetts	NYU
Michigan	GC
Minnesota	TVI
Mississippi	UT
Missouri	TVI
Montana	TVI
Nebraska	TVI
Nevada	CSUN
New Hampshire	NYU
New Jersey	NYU
New Mexico	UA
New York	NYU
North Carolina	UT
North Dakota	TVI
Ohio	GC
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South Carolina	UT
South Dakota	TVI
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Utah	CSUN
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Virginia	GC
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West Virginia	GC
Wisconsin	TVI
Wyoming	TVI

CSUN: California State University, Northridge
GC: Gallaudet College
NYU: New York University
TVI: St. Paul Technical/Vocational Institute
UA: University of Arizona
UT: University of Tennessee

Katie Brown On Gallaudet Board

Katie M. Brown has been chosen to fill one of the four positions on the Board of Directors of Gallaudet College customarily assigned to deaf persons. Ms. Brown, a 1964 graduate of Gallaudet College who earned her master's degree at DePaul University, Chicago, is a counselor with the Jewish Vocational Service in Chicago. She is married and has two sons. She was proposed for membership on the Board of Directors by the Gallaudet College Alumni Association. Since 1972 she has also served on the Advisory Committee of the National Technical Institute for the Deaf.

The Board of Directors of Gallaudet is the official body responsible for establishing all policies governing the operation of Gallaudet College. There are 21 members in all. Three places on the Board are reserved for Congressional representatives, one for the Secretary of HEW or his designated representative.

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• Oak Park, Illinois 60302

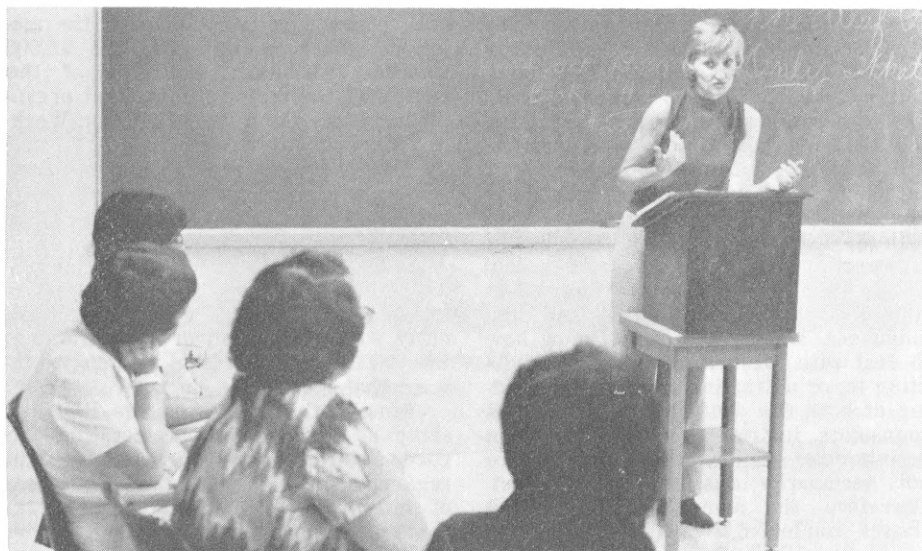
Council Bluffs Hospital Starts Instruction In Manual Communication

Mercy Hospital in Council Bluffs, Iowa, has initiated a new class of instruction in communication to their personnel. Hospital personnel will be taught how—in sign language—to tell deaf patients to take a pill or to roll over for a shot!

Mrs. Sue Perry, Director of Training & Development for the hospital, reports that 37 employees are enrolled in a 30-hour course in deaf communication. These classes are designed to teach sign communication techniques and provide a better understanding of the deaf patient's total needs. The course consists of fingerspelling, numbers, basic signs and manual communication specifically related to hospital routine and procedures.

"We have employees from nearly every department attending classes. This includes nursing, laboratory, housekeeping, food service, administration and surgery," Mrs. Perry pointed out.

Employees attend the classes on their own time and will pay their own tuition. Under the hospital's Educational Assistance Program each employee who completes the class satisfactorily will be reimbursed 100% the cost of registration and tuition.



SIGN CLASS—Mrs. Donna Stephens is shown instructing a class of nursing personnel in deaf communication at Mercy Hospital, Council Bluffs, Iowa.

Team-teachers for the classes are Donna Stephens and Ruth Hagen, interpreters for the hearing impaired students at Iowa Western Community College, Council Bluffs. Sister Mary Miguel, hospital administrator, pointed out, "Since the Iowa School for the Deaf is located in our community, we have many patients and visitors from this institution. Being able to communicate will hopefully make them more comfortable about their care."

DA Advertising

Advertising or inquiries about advertising should be sent to the NAD Home Office, 814 Thayer Avenue, Silver Spring, Md. 20910, or to the Editor, 5125 Radnor Road, Indianapolis, Ind. 46226.

Double your CHRISTMAS — By Giving NAD-sponsored Gifts

NEW BOOKS AVAILABLE FROM THE NAD:

Following are suggested items for Christmas giving. By choosing gifts of this nature, you not only are able to give a unique gift that is unequalled anywhere else in the country, but you also help promote the NAD.

For CHILDREN of 6-60+

Funny Fingers: The NAD's Sign Language playing cards used for games like Old Maid, Go Fish and Concentration—good for making friends with your neighbors, too. \$1.75

Games and Activities by Mary Ann Royster: A variety of games playable in Sign Language. Great for improving relations with neighbors and coworkers. \$3.00

Play It By Signs by Susie Linton Kirchner: Contains games that can be played in fingerspelling and the language of signs. The book is bound in a vinyl binder so that the game pages can be removed to teach from, copy and add to.

AND ... Our New Babies

A Handbook of Readings in Education of the Deaf and Post School Implications by Irving Fusfield, formerly vice president of Gallaudet College. Selected articles on education of deaf children. \$18.00

Hearing and Deafness by Davis and Silverman. Experts supply up-to-date information on hearing and deafness. \$12.00

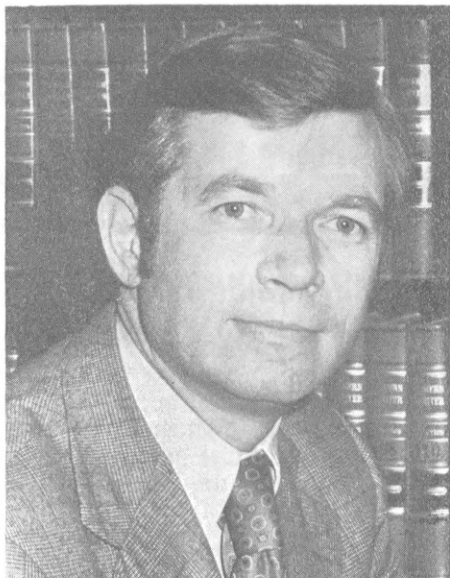
The Education of the Deaf by Richard G. Brill, Ed. D. A "must for all people in the field of education of deaf children." Hard cover edition—\$7.50, paperback\$4.50

A Deaf Adult Speaks Out by Leo M. Jacobs. Mr. Jacobs gives an insight into deafness from his personal experience and his extensive knowledge of the deaf community. Hard cover edition, \$4.80, paperback \$2.40

Gallaudet Almanac edited by Jack Gannon. Invaluable information spanning over 100 years at Gallaudet. \$6.95

Television for Deaf People by Thomas Freebairn. This book deals with all aspects of the medium including cable television, programming, sign language interpretation and captioning. \$3.45

The Deaf Population of the United States by Marcus Delk, Jr., and Jerome D. Schein. Brings to print up to date statistics concerning the deaf population of the United States, provides interesting and enlightening analyses of these statistics, and includes an insight into the characteristics of deaf people. Hard cover, \$11.50; paperback\$7.50



PROPOSES EXTRA INCOME TAX EXEMPTION
—Congressman Thad Cochran of Mississippi, Fourth District, has introduced legislation to extend to deaf people the tax exemptions formerly available only to the blind. "I feel the hardships caused by deafness have been sadly underestimated by most observers in the past," Cochran said. "For this reason, I am urging the Ways and Means Committee of Congress to consider this legislation as a vital part of its tax reform legislation and to avoid any delays in its passage."

Editor Note: The following bill has been introduced by Congressman Thad Cochran of Mississippi's Fourth District:

93rd CONGRESS, 2nd Session

H. R. 16943

IN THE HOUSE OF REPRESENTATIVES

September 30, 1974

Mr. Cochran introduced the following bill; which was referred to the Committee on Ways and Means.

A BILL

To amend the Internal Revenue Code to allow an additional exemption for taxpayer who is deaf, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 151(d) of the Internal Revenue Code is amended to read as follows:

"(d) Additional Exemption for Blindness or Deafness of Taxpayer or Spouse.—

"(1) For Taxpayer—An additional exemption of \$750 for the taxpayer if he is blind or deaf at the close of his taxable year.

"(2) For Spouse—An additional exemption of \$750 for the spouse of the taxpayer if a separate return is made by the taxpayer, and if the spouse is blind or deaf and, for the calendar year in which the taxable year of the taxpayer begins, has no gross income and is not the dependent of another taxpayer. For purposes of this paragraph, the determination of whether the spouse is blind or deaf shall be made as of the close of the taxable year of the taxpayer; except that if the spouse dies during such taxable year such determination shall be made as of the time of such death.

"(3) Blindness Defined—For purposes of this subsection, an individual is blind only if his central visual acuity does not exceed 20/200 in the better eye with correcting lenses, or if his visual acuity is greater than 20/200 but is accompanied by a limitation in the fields of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees.

"(4) Deafness Defined—For purposes of this subsection an individual is deaf who does not hear and understand speech."

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All motels and hotels are located within walking distance of one another in the Village of Lake Placid. Lodging and accommodation information along with an official hotel/motel form will be sent to those who purchase Combination Tickets. Please make checks/money orders payable to:
1975 WGD/LAKE PLACID

CISS/VIII WORLD WINTER GAMES FOR THE DEAF



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Special Announcement: On Feb. 4 & 5, 1975, The National Theatre of the Deaf will be playing at the Lake Placid Arts Center

1975 World Winter Games for the Deaf Schedule

Thursday January 30	Arrival of athletes, officials and delegates from other countries
Friday January 31	
Saturday February 1	Executive CISS Board Meeting
Sunday February 2	CISS Congress
Monday February 3	CISS Congress
	8:00 p.m. Opening Ceremony
	9:00 p.m. Reception
Tuesday February 4	10:00 a.m. Cross Country Skiing Women's 5 kilometers Men's 15 kilometers
	10:00 a.m. Non-Stop Downhill Training
	2:30 p.m. Ice Hockey
	8:30 p.m. Ice Hockey
Wednesday February 5	10:00 a.m. Downhill Race
	11:00 a.m. Speed Skating Women's 1500 meters Men's 3000 meters
	8:30 p.m. Ice Hockey
Thursday February 6	10:00 a.m. Slalom - two runs (men & women)
	10:00 a.m. Cross-Country Skiing
	11:00 a.m. Women's Relay 3x5 kilometers
	11:00 a.m. Cross-Country Skiing
	11:00 a.m. Men's Relay 3x10 kilometers
	11:00 a.m. Speed Skating Women's 500 meters Men's 500 meters
	8:30 p.m. Ice Hockey
Friday February 7	10:00 a.m. Giant Slalom Men (two runs) Women (one run)
	11:00 a.m. Speed Skating Women's 1000 meters Men's 1500 meters
	1:30 p.m. 40-meter ski jumping
	2:30 p.m. Ice Hockey
	8:30 p.m. Exhibition Ice Show
Saturday February 8	10:00 a.m. Cross Country Skiing Women's 10 kilometers Men's 30 kilometers
	2:00 p.m. Ice Hockey (final games)
	4:00 p.m. Awards Ceremony
	8:00 p.m. Closing Ceremony Dance - Entertainment
Sunday February 9	Departure of athletes, officials and delegates

This Schedule is subject to change without notice

Have you considered in education

Sponsored by the Rochester Institute of Technology, our major objective is to provide qualified deaf students with technical postsecondary education in order to prepare them for satisfying careers:

We've embarked on an ambitious construction expansion program creating these challenging and rewarding career opportunities. Working alongside the leading technical minds in your field, your responsibilities will encompass teaching and tutoring our students, developing instructional materials and curriculum, planning and budgeting, and coordinating research activities for identifying available jobs. For all positions listed below, you must have previous experience or be willing to learn how to communicate with the deaf. Training will be provided. If your area of expertise lies in any of the areas below, and you are looking to add a greater dimension of satisfaction to your career, we invite your inquiry!

Department Chairmen

SUPPORT SERVICES - COLLEGE OF BUSINESS—Requires an M. B. A. and a Ph.D. in Behavioral Sciences or Learning Disabilities. You will coordinate and manage all activities of the education support team to facilitate learning by deaf students enrolled in RIT's College of Business.

SUPPORT SERVICES - COLLEGE OF GENERAL STUDIES—Requires a Ph.D. or equivalent experience and strong leadership and planning abilities. You will coordinate and manage all activities of the education support team to facilitate learning by deaf students enrolled in courses in RIT's College of General Studies. Background in language development, learning disabilities and/or reading/study skills helpful.

INSTRUCTIONAL TELEVISION & INSTRUCTIONAL MEDIA—Ph.D. desired; 3-5 years management experience, preferably with the deaf. These 2 lead positions involve researching the effectiveness and efficiency of integrating Instructional Media or TV into the design, development, implementation, and evaluation of curricula. Administration duties include planning and budget.

Research Associates

Ph.D.'s or equivalent experience required.

EXPERIMENTAL EDUCATIONAL THEATRE—Strong base in research methodology, statistical analysis and research design to be applied to performance and technical areas in theatre for the deaf is required. Experience in theatre desirable.

CURRICULUM DEVELOPMENT AND EVALUATION—Ph.D. preferred, 3-5 years research and evaluation experience, preferably with the deaf. Emphasis on applied research in Curriculum, Development and Evaluation utilizing instructional technology. Duties include data collection planning and knowledge dissemination.

INSTRUCTIONAL TV & MEDIA PRODUCTION—Ph.D. preferred. Emphasis on testing potentials of media for teaching the deaf through applied research. Duties for these 2 positions include research design for learning time compression, data collection, planning and knowledge of dissemination. Research experience and experience with deafness preferred.

Associate Educational Specialist

COMPUTER SCIENCE AND TECHNOLOGY—Requires a Master's in computer science or equivalent. This position provides support services to deaf students. You will act as liaison between NTID and RIT, develop instructional materials, conduct research activities. Teaching, industrial experience and knowledge of deafness helpful.

Faculty

Responsibilities include instructing deaf students in subjects, curriculum development and evaluation, and academic advising.

APPLIED PHOTOGRAPHY—Master's and/or related industrial or education experience required. You should be strong in professional finishing operation with emphasis on mechanized printing and processing.

TECHNICAL SCIENCE PHYSICS—Master's in Physics and/or related industrial or education experience required.

the rewards a career can offer?

DATA PROCESSING, BUSINESS TECHNOLOGIES—Master's and/or extensive experience required.

CURRICULUM DEVELOPMENT SPECIALIST—Master's degree, preferably in education of the deaf at the secondary level. Duties include producing curriculum materials appropriate for broad distribution, modifying and field testing selected materials in other programs for deaf persons. You should have a strong interest and preferably training in curriculum development and evaluation.

COORDINATOR OF INTERPRETING SERVICES—Requires a Ph.D. in Deaf Education, Language Pathology or Linguistics. You must have a strong background in research design, statistics and language development, sign language (basic knowledge required), and previous research experience and/or teaching experience with deaf students.

Professional Staff

ENGINEER/SCIENTIST—Requires a B. S. in Engineering with 2-5 years experience or a Master's in Engineering with 2 years experience in one of the following; Speech, Science, Audiology, acoustic phonetics, audio circuiting, analog/digital signal processing, and/or Computer Science. You will provide technical support to all experimental research and clinical procedure design, equipment systems design and analysis of requirements.

RESIDENT DIRECTOR—Requires a Master's or Ph.D. Duties include planning, implementing, and evaluating, and environment with a strong emphasis on productive interaction between deaf and hearing students, programming and administrative responsibilities. Previous experience in residential setting required. This is a live-in position.

MEDIA SPECIALIST—Master's in Instructional Technology. You will be the lead resource person in the design and development of instructional materials and strategies for application in education of deaf students.

MEDIA SPECIALIST FOR CAPTIONING—Doctorate Degree and experience with deafness preferred, but not required. You should have 3 years experience in the area of instructional technology with a background in research design. You will be a lead resource person in the establishment and organization of captioning service, processes and products as applied to the captioning needs of NTID. (TV, slides, motion pictures, etc.)

MEDIA SPECIALIST FOR MEDIA PRODUCTION DEPARTMENT—M. S. Degree in instructional technology with 2-3 years experience in message design, photography, graphic design, cinematography, or TV production required. You will be a lead resource person in the design and development of instructional materials and strategies for application in education of deaf students.

ARTIST/DESIGNER—Master's Degree preferred plus 3-5 years experience. You will serve in the development of visual communication materials, emphasis on experimental graphic approaches to problem solving. Duties include art direction, design concepts, illustration, animation, and experimental graphic concepts.

PROGRAMMING PROJECT LEADER—Degree in data processing and strong experience in programming including FORTRAN and COBOL is required. This position coordinates with NTID divisions to determine their programming specification needs; develops proper approach, coordinates data base processing and development and performs programming as necessary.

DATA ANALYST—Bachelor's degree in allied field of data processing and 2 years experience in data processing required. You'll be responsible for coordinating and developing a systems structure to support the integrated operations of student scheduling, student program analyst, program planning for NTID, and analysis and administrative reports on the NTID program. Duties will also include designing data files as appropriate to support the operations, and with NTID management to define needs and translate into specifications.

Each opportunity carries an attractive salary and benefits program, plus career satisfaction that few jobs in industry or education can offer. If this sounds good, please send your resume or "C.V." indicating specific position desired, in strict confidence to: NTID PERSONNEL DEPARTMENT



**NATIONAL TECHNICAL
INSTITUTE FOR THE DEAF
ROCHESTER INSTITUTE
OF TECHNOLOGY**

One Lomb Memorial Drive Rochester, New York 14623

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The Communicative Skills Program Newsletter

Written by TIM MEDINA

Terrence J. O'Rourke
Director

Timothy F. Medina
Assistant Director

COMMUNICATIVE SKILLS PROGRAM

Angela K. Thames
Administrative Assistant

Deborah A. Sullivan
Secretary

This is the first newsletter from the Communicative Skills Program of the National Association of the Deaf. The CSP Newsletter will become a monthly feature in THE DEAF AMERICAN.

CSP Receives Grant Renewal

The CSP is the recipient of a one-year renewal grant of \$90,086 from the Rehabilitation Services Administration, Social and Rehabilitation Service, Department of Health, Education and Welfare. This is the eighth successive year RSA has funded this project.

The CSP is essentially a teaching project federally funded by RSA and specializing in sign language instruction, orientation to deafness, consultation, and workshops on linguistics and language development pertaining to sign language.

Since its inception in 1967, the CSP has funded various sign language programs throughout America, including programs in various settings—college and university credit courses, adult and continuing education classes, public and private service agencies, high schools, etc. The funds granted through the RSA provide the CSP with a full-time staff including a director, assistant director, administrative assistant and secretary. With the availability of the staff, the efforts of the CSP are focused directly toward the production and development of curricula, media and materials, pedagogic guidelines, avenues of instructor recruitment, and provision of administrative controls in the direction, development and evaluation of high quality programs in teaching sign language to vo-

catational rehabilitation counselors, psychiatrists, psychologists, social workers, doctors, nurses, chaplains, teachers of the deaf and other special interest groups related to deafness.

New Staff

Now the CSP has a first-time-ever assistant director. He is **Timothy F. Medina** who hails from Rawlins, Wyo. Upon graduation (B.A. '72) from Gallaudet, he taught sign language extensively at Gallaudet College, Goddard Space Flight Center, the National Aeronautics and Space Administration in Greenbelt, Md., the National Children's Center in N.W. Washington, D.C., and the Department of Health, Education, and Welfare. He is married to the former Blossom Janette Jones of Alabama. Mrs. Medina is employed by the data-input division of the Library of Congress. They reside at 101 North Carolina Avenue, S.E., in the District of Columbia.

Angela K. Thames has been selected as the new administrative assistant. She replaces Marlene Segreti, who is now executive assistant for the NAD. Mrs. Thames was administrative assistant for the National Census of the Deaf Population from March of 1972 until December of 1973. In January of 1974, she became administrative assistant to Frederick C. Schreiber, Executive Secretary of the NAD. Angela, at that time, handled the membership rolls of the state associations of the NAD. Angela received her B.A. in Political Science from Howard University. She is married to M. Winston Thames, a customer engineer for Doron Precision Systems, Inc.,

a company based in Binghamton, N.Y. The Thames reside in the District of Columbia.

Deborah A. Sullivan is the new secretary for the CSP. Prior to joining us, Miss Sullivan was a section secretary for Vitro Laboratories Division in Silver Spring, Md., for two years. Before that, Miss Sullivan was a private tutor in mathematics and music in both high schools and private homes. Miss Sullivan graduated from Thomas Stone High School in Waldorf, Md. She was employed briefly by the NAD prior to joining the CSP staff. Miss Sullivan presently resides in Rockville, Md.

CSP Offers Services

There are several programs offered by the CSP. Here is a brief run-down on them.

Intensive Training Programs

The Intensive Training Program consists of a **week** of sign language instruction. Classes are from 9:00 a.m. to 4:30 p.m. daily. The trainees enrolled in these classes are broken up into small groups (usually less than ten) and given receptive and expressive instruction in sign language.

The curriculum and the lesson plans that are being utilized were developed by the CSP. These are specifically designed to provide the trainees with a working knowledge of the language of signs. The Intensive Training Programs will also be used to evaluate and modify a curriculum developed by New York University's Deafness Research & Training Center. These Intensive Training Programs will give us an opportunity to evaluate the curriculums in operation.

An Intensive Training Program was conducted September 23-27 in Columbus, Ohio, at the Columbus State Hospital. Instructors were T. J. O'Rourke and Timothy F. Medina of the CSP; Ms. Lily Corbett and Ms. Carol Tipton, staff members of the Deafness Research & Training Center at New York University; and Ms. Janet Dobecki, Coordinator of the Interpreter Services for the Hearing Impaired Program at Columbus Tech, Ohio.

Trainees were doctors, nurses, chaplains, vocational rehabilitation counselors, social workers and other personnel who come into contact with the deaf patients at the Columbus State Hospital. Photos next month.

In-service Training Program

The In-service Training Program is a package designed to let the trainees be on the job most of the day and still receive at least two hours of instruction daily. This program usually continues over a period of weeks and/or months.



COMMUNICATIVE SKILLS PROGRAM STAFF—Left to right: Timothy F. Medina, assistant director; Deborah Sullivan, secretary; Terrence J. O'Rourke, director; Angela Thames, administrative assistant. (Photo by Marcellus A. Kleberg)

Short-term Training Program

The Short-term Training Program is a package developed to deliver a working knowledge of sign language to trainees in a few days.

Teacher Training Program

The Teacher Training Program is designed for teachers of sign language and familiarizes them with materials available as well as techniques for quickly establishing receptive and expressive skills in sign language learners.

Prince George's County Workshop On Deafness and The Language Of Signs

Submitted by DR. HELEN NORTON

Prince George's County government employes have embarked on a 10-week program to learn about problems of deafness and to develop skills in communication using the language of signs. Interest in this undertaking was sparked by a talk given to county personnel by Al Pimentel. The existence of the language of signs program in the Prince George's County Public School System for normal hearing students prompted the Office of Services to the Handicapped to contact the school system for assistance in the development of a program.

The two teachers responsible for teaching the language of signs classes in the public schools, Mrs. Betty Berg and Mrs. Ruth Peterson, were involved from the beginning in developing this workshop. A committee of deaf residents of Prince George's County and other interested deaf persons, Al Pimentel, Fred Schreiber, Jack Gannon and Thomas Berg, with Mrs. Berg and Mrs. Peterson co-chairing the group, met to discuss the needs, explore possible topics and develop plans for the program. It was decided that a two-pronged program was needed to provide necessary skills and knowledge for county personnel such as police, firemen, health officials, librarians, school personnel, etc. The two-hour classes include one hour for orientation and awareness of problems confronting deaf residents and a second hour devoted to learning the language of signs. The orientation and awareness includes deaf speakers, one of which was Terry O'Rourke, Director of the Communicative Skills Program of the National Association of the Deaf, movies concerning the deaf, deaf panelists and awareness of national and local programs related to deafness. All teachers of signs for the program are deaf.

William Gullett, County Executive, endorsed the program. Notices of the program were sent from the Executive's office to all departments in the Prince George's County government. The response was beyond expectations. With no incentives of additional pay or time off, Prince George's County's employes responded in surprising numbers to the opportunity of learning more about the deaf and learning to sign. The Health Department alone had 30 persons registered for the program. This resulted

Orientation to Deafness

Orientation to Deafness is a program derived from the Orientation to Deafness curriculum developed by New York University's Deafness Research & Training Center and is designed to acquaint trainees with the how's and why's of deafness, the sociological and psychological effects of deafness and explains other areas which may be new to the person not fully acquainted with deafness.

in establishing a class at the Health Department facility on Monday evenings. Another group made up of members from the remaining departments meets on Tuesday evenings at Kenmoor Elementary School. Requests have already been made for a second, in-depth course. These requests will be considered.

The cooperation of the Prince George's County Public School System, particularly the Departments of Special Education (Speech and Hearing), English, and Staff Development and the Prince George's County Executive's Office and the Office of Services to the Handicapped has been outstanding. Perhaps the most important factor in this program is that the planning, the implementation and the responsibility for the program rests in the hands of those who best know the needs of the deaf population—namely the committee which is composed of deaf individuals.

Dr. George Propp, formerly with Northwestern University, has developed some materials to aid in the instruction of sign language. Dr. Propp's instruc-

tional procedures entitled "Sign by Design" are programmed to work in conjunction with the NAD's **A Basic Course in Manual Communication**. The instructional procedures can be used as an aid in the instruction of sign language and are a product of Dr. Propp's experience from teaching sign language at Northwestern University. The procedures are paperbound and are available on a limited basis to persons requesting them for \$5.00.

Personal Viewer Being Developed For Sign Language Instruction

The CSP is developing a series of films for use with a hand-held, hand-operated personal viewer for distribution and sales. The personal viewer, no longer than a 10 oz. Coke bottle, yet lighter in weight and extremely durable, will enable the learner of sign language to view films depicting the motions of specific signs. Since the personal viewer is hand-operated and uses available light, there are no batteries to wear out, or bulbs to replace. The learner of sign language can progress at his own speed. The personal viewer will have the definite advantage of showing the hand motions which represent respective signs and will greatly enhance independent study. The easily insertable cartridges will contain films of lessons from the NAD's **A Basic Course in Manual Communication**, thus making this text and the personal viewer completely compatible. Present schedules call for completion of this project by the end of the year.

If you are interested in any of the sign language packages, write to:

**Communicative Skills Program
814 Thayer Avenue
Silver Spring, Maryland 20910**



GREENMUN AWARD RECIPIENTS—Mr. and Mrs. Oscar Sanders (seated) were named recipients of the National Association of the Deaf's Robert M. Greenmun Award at the Seattle convention last July. The plaque the Sanderses are holding was delivered by Ray Carter (standing at left), Seattle convention chairman, and Don G. Pettingill, outgoing president of the NAD.

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

During the past few years, it has become obvious to me that a new type of parents of deaf children are emerging. I thank God that these mothers and fathers have learned the truth about deafness in time to help their children toward happy, productive, self-confident lives. I have invited one of these new type of mothers from Texas to be a guest columnist this month. I know that you will feel your heart jump for joy when you read Evelyn Sponsler's comments about her daughter.

I am always pleased to have parents serve as guest columnists for "From a Parent's Point of View." If you have something interesting to share about your life as a parent of a deaf child, send your story to me and I will consider it for publication in future issues of THE DEAF AMERICAN.

"This child will need much love. . . . Please, Lord, find the parents who will do a special job for you. In caring for the gift from Heaven. . . . Is Heaven's very Special Child."¹

The above is an excerpt from my favorite poem because I am the mother of a special gift, a daughter with a severe hearing loss. She has brought much joy and happiness to my life.

Parental acceptance of my child can be contributed to many people. The most valuable advice has been from parents of older hearing impaired children. To have a positive outlook, we must listen to others and pray for guidance, enabling us to do "a special job."

Parents that never achieve acceptance of their hearing impaired child are negative. The negative view point will create sorrow within their child's life. Some of these parents consider the child a punishment from God.

God, due to my religious upbringing, could not punish an adult through a child. Our Heavenly Father is love, understanding, warmth, forgiveness and gentleness. His wrath or anger would be directed at the deserving individual. God states in Mark 14: "Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God."

December 5, 1965—this is the date my husband and I were told our daughter had a severe hearing loss. She had just celebrated her first birthday. How heavy the heart can feel at a time like this! Just to think she could never hear the beautiful sounds around her—the birds singing on a spring morning, rain against the window pane, the wind whistling through the trees or music. The tears would slide down my cheeks in the still of night.

The following days and weeks were filled with more and more hearing tests. From these evaluations, a hearing aid was bought. Oh, how I wanted her to hear! The day arrived for the hearing aid. The mold was put into her ear. The switch turned "On," 1 - 2 - 3 - 4,

finally response. Her eyes grew wide with all the sudden noise. But, the response was not all I had hoped and prayed for.

She was entered in special speech therapy classes at 14 months of age. Each morning, with small child in tow, I would arrive in a very depressed mood. One day the administrator, Dr. Robert Achilles, took me by the arm and led me to his office. His first question, "Why are you always so sad and depressed?" He had opened the flood gates; therefore, I cried and told him the reasons behind the sorrow. Never once did he interrupt. When I had finished my tale of woe, he proceeded to tell me what a selfish mother I was becoming and why. "Yes, you would miss these sounds because you have heard them. Your daughter has been born into a world of silence. She has never heard these sounds so she will never miss them. She will grow up to enjoy things a hearing person might not see joy nor beauty, such as a beautiful portrait or painting, a stroll through the outdoors on a spring morning, the grace of a bird in flight, the fragrance of a fresh rain or just reading a good book. As an individual, her own personality will emerge. Don't you see, this would occur whether she could or could not hear." These words have remained with me for nine years. This wise gentleman put me on the road of parent acceptance while my child was young. I have accepted my daughter for what she is—a hearing impaired individual.

I have allowed my child to take me by the hand and teach me about her world. Have you ever listened to a piano, guitar or other musical instrument with your hand? Or placed your hand on the speaker of a radio or television in order to hear? Or held a jar

of honey bees, with your hand, hear their hum? Or held your hand to your throat to hear a word? Or never missed a movement or gesture with your eyes? Or watched the lips of others to hear what is being said? If your answer is no to any of the above, then as parents you have been left by the wayside.

As a mother, one of my goals in life has been to communicate with my child. At times, she must rely on manual or signs to communicate with me. To be able to understand her, I attended a beginner's manual communication class. Never once have I slapped her hands for using manual communication. This would be saying, "I do not care to listen to you." As long as those small hands make an effort to talk to me, I shall listen.

Just because manual communication has been allowed does not mean oral speech therapy has been discontinued. A speech therapist and I worked many months for my child's first word, "ball." What a thrill to hear "ball" coming from the lips of a child who could not hear. I must admit it did not sound the same as from my hearing children. But I will continue to praise and encourage her to use her voice.

By now you will realize the thrill of parent acceptance. Parent acceptance is being told what a well-adjusted and outgoing child you have; hearing her say, "I love you, Mother" or eager to tell you something exciting that has happened in her day. So, if you are a parent that has not accepted your hearing impaired child, come join me. It is a very beautiful world you are about to enter.

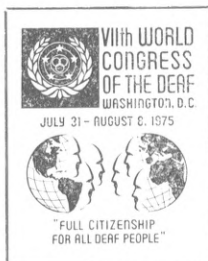
"Cry me no sad stories. Reach out and modify their behavior that they might grow to be strong and able men and women. After all, that is one of our reasons for being."²

¹Excerpt, poem "Very Special Child," author unknown.

²Mr. Gary A. Curtis, Texas Director of Deaf Education, speech on August 20, 1973.



DEAF STUDENTS WIN FIRST AID AWARD—Maxey Beckman, 17, left, and Patricia Bolger, 18, center, demonstrate the skills as first aid instructors that earned them recognition as winners of the first national Johnson & Johnson First Aid Award. Deaf since birth, both award winners will be seniors at the Lexington School for the Deaf, Queens, N. Y. The award is for their outstanding achievements in first aid education. They are certified American Red Cross instructors in first aid and are qualified as emergency medical technicians serving as volunteers for an ambulance unit. At the right is Felicia Dickinson, a member of the Johnson & Johnson first aid squad.



NEWS

814 Thayer Avenue Silver Spring, Maryland 20910 U.S.A.

October 21, 1974

On July 31, 1975, the VIIth World Congress of the World Federation of the Deaf will convene in Washington, D. C. The Congresses' one-week of meetings will be sponsored by the National Association of the Deaf (USA) and will have as its theme, "Full Citizenship For All Deaf People." This will be the first time in its 24-year history that the WFD Congress has con-

vened in the United States. The Washington Hilton Hotel will serve as Congress headquarters.

The official opening ceremony of the Congress will be held on Sunday, August 3, 1975, at 4:00 p.m.

In addition to General Assembly sessions on the Congress theme, the WFD VIIth World Congress will be the occasion for the following meetings of the WFD Scientific Commissions:

Commission

Arts & Culture
Communications
Medicine & Audiology
Pedagogy
Psychology
Social Aspects of Deafness
Technical Assistance to the
Deaf in Developing Countries
Vocational Rehabilitation
Spiritual Care

National Chairmen

Dr. L. Deno Reed
Terrence J. O'Rourke
Dr. Luther D. Robinson
Dr. Edward C. Merrill
Dr. McCay Vernon
Dr. Jerome D. Schein
Dr. Martin McCavitt

Dr. Boyce R. Williams
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Mr. Francesco Rubino
Prof. Leopoldo Fiori-Ratti
Dr. Mervin D. Garretson
Dr. Lars von der Lieth
Mr. Josif Gueljman
Dr. Walter T. Carlin

Dr. Herbert Feuchte

A special feature of the VIIth World Congress will be a display of artistic works by deaf persons. Persons especially interested in the exhibit, or interested in submitting works of art to be displayed, should contact Dr. L. Deno Reed, Chairman; Commission on Art & Culture; 814 Thayer Avenue; Silver Spring, Maryland 20910 USA. Films on art and culture for

or about deaf persons will also be accepted for this display.

A Call For Papers for the WFD 1975 meeting was issued in June of this year. It stated that papers submitted to the Congress should be received by November 1, 1974. Due to the number of requests for an extension of this deadline, the date has been changed. The Congress will now ac-

cept abstracts of papers November 15, with the deadline for finished papers now moved ahead to February 15, 1975. All abstracts and papers should be in both English and French and should be mailed, unfolded to:

Willis J. Mann, Principal Investigator
VIIth World Congress of the
World Federation of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910 U.S.A.

Besides the scientific and business sessions of the World Congress, a complete program of social events is being planned. Among these events will be performances of the Polish Mime Group, the National Theater of the Deaf (USA), the German Theatre of the Deaf, the Yugoslavian Folk Dancers, the Gallaudet Dancers and the Demama Mime and Dance Group from Israel.

There will also be innumerable receptions given by such groups as the Gallaudet College Alumni Association and the National Association of the Deaf.

Instead of the traditional banquet, a Closing Reception will be held at which awards and gifts will be presented by participating member countries. The closing session of the Congress is scheduled for Thursday, August 7, at 2:00 p.m.

Future issues of this newsletter will give additional details of Congress plans. Brochures containing basic information on the Congress are available on request from the VIIth World Congress of the World Federation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910 USA.

This project is sponsored by the National Association of the Deaf and supported in part by a Research and Demonstration Grant from the Social and Rehabilitation Service, U. S. Department of Health, Education, and Welfare.

Publications

THE DEAF POPULATION OF THE UNITED STATES. Jerome D. Schein and Marcus T. Delk, Jr., 336 pp. National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910. \$7.50 paperback, \$11.50 hard cover (plus 50c postage and handling fee).

The Deaf Population of the United States is the most detailed description of the deaf population ever assembled.

Size of the Population

Impairment of hearing is the single most prevalent chronic physical disability in the United States. More persons suffer a hearing defect than have visual impairments, heart disease or other chronic disabilities.

Family Composition

The family constitutes a basic social unit in our society; and marriage, divorce and fertility rates measure, in a general way, the stability of these units and the social adjustment of the indivi-

duals with them. The NCDP probed for information about two families for each deaf adult in its sample: the family from which he came and the family he helped to establish. Both sets of data contribute to the current picture of the prevocationally deaf person and should stimulate, through the insights revealed, continuing studies of how deafness influences family life.

Education and Communication

The effects of deafness are most apparent on education and communication. Particularly for the prelingually deaf child, special educational facilities are required for efficient learning. Since education is largely an exchange of ideas, deafness's disruption of communication also influences the education of those whose loss occurs at any age prior to the end of schooling.

Occupation

How does inability to hear affect a person's competitive standing in the marketplace? What kind of work do deaf people do? How well do they perform on the job? Do deaf workers receive equal treatment from industry in hiring, retention and promotion? These questions could not

all be directly dealt with by the NCDP, but an attempt has been made to at least provide tangential answers to them.

Economic Status

The information about employment and occupation does not adequately describe the economic condition of deaf persons. An important additional measure is annual income. Another is quality of housing. Both of these are discussed in an effort to comprehend the economic impact of deafness.

Morbidity and Mortality

To what extent do other physical ailments tend to accompany deafness? Are prevocationally deaf persons more or less healthy than the general population? Does deafness affect longevity? These and related questions are discussed in an attempt to shed further light upon the condition of deaf people and to uncover relationships which will be useful in planning services, as well as in explicating the impact of deafness.

The Deaf Population of the United States is the result of a study conducted by the National Association of the Deaf in cooperation with the Deafness Research and Training Center, New York University.

Orientation To Deafness For General Counselors

By J. REX PURVIS, Deaf Program, Virginia Department of Vocational Rehabilitation

And JEROME D. SCHEIN and DOUGLAS WATSON, Deafness Research & Training Center, New York University

Many deaf clients of vocational rehabilitation first meet general vocational rehabilitation counselors. Because deafness is relatively rare and deaf persons reside everywhere, VR agencies cannot provide enough special counselors to assure that deaf clients will be served only by professionals skilled in manual communication and knowledge about deafness. That is why the State of Virginia decided to give all of its VR counselors a short course on deafness.

The Virginia Department of Vocational Rehabilitation contacted New York University and arranged for a special two-day program by the Deafness Research & Training Center. One hundred and fourteen Virginia rehabilitation counselors and administrators participated in the six training seminars. The program provides participants with the basic skills, understanding and knowledge needed for effective interaction with deaf persons requiring rehabilitation assistance. Training was based on the conviction that even brief exposure to the problems of deafness and the great potential of deaf people will help the general counselors do a better job when they meet a deaf client.

Deaf clients often frighten the VR counselors who have no previous experience with them. The result: inadequate service. The counselor's insecurity may emerge as hostility toward the deaf client. Or the counselor may postpone meeting the deaf client again and again, increasing the counselor's anxiety and frustrating the client.

Other counselors may be unaware of the difficulties deaf clients face. A counselor may be overconfident because of his past experience with one or two college-level deaf persons who lost their hearing later in life and have good speech. Thinking all deaf people are like those few he has met, the counselor may

be intolerant of the born-deaf client he meets later—clients who need assistance to fulfill their occupational potential.

The NYU Orientation to Deafness concentrates on a few ideas which help the counselor overcome his fears of deafness and correct any stereotypes he may have about deaf people. These ideas are worked out in a combination of lecture-demonstrations and small-group discussions. The general meetings introduce the topics and lay the groundwork for the discussions. Groups of six or fewer counselors meet with a discussion leader to relate the material from the lectures and demonstrations directly to their practice.

The first idea which comes across is that deaf people come in all shapes and sizes. Some are bright, some are dull. Some can speak, some are mute. Deaf people may be ambitious or lazy, outgoing or withdrawn, active or passive. Throughout the two-day workshop, the participants' stereotypical thinking is attacked.

At the same time, the program emphasizes the deaf client's potential. The leaders reiterate the theme "Deafness itself does not prevent good vocational adjustment."

Along with those two ideas, the participants receive direct instruction in how to improve their communication with deaf people:

- Keeping their face in view at all times.
- Not covering their mouths when talking.
- Placing themselves so the light shines on their face and not in the deaf person's eyes.
- When repeating something not initially understood, using different words.
- Avoiding slang phrases, idioms and odd sentence constructions.
- Bringing in an interpreter to facilitate communication.

- Not being embarrassed to use pencil and paper.

- Also, encouraging the deaf person to write when his speech is difficult to understand.

These and many other hints to improve interpersonal communication are not only discussed, they are demonstrated. How? One of the unique features of the Orientation to Deafness is that the instructors are deaf!

By having deaf and hard of hearing instructors, the program at once weakens negative stereotypes. After all, it is difficult to continue to think deaf people are not bright when some of them—your instructors at least—know more than you do!

Secondly, you cannot continue to believe you cannot communicate with deaf people when you have been doing so for two days. The small-group leaders are all hearing impaired, and they maintain a steady conversational flow. True, they encounter difficulties. But the difficulties provide the basis for training in and demonstration of good communication practices.

Practical, readily learned basic skills, understanding and knowledge needed for improving rehabilitation service delivery to deaf persons are stressed. The Orientation curriculum includes:

- Introduction to hearing impairments.
- Educational and rehabilitation programs, practices and outcomes with deaf persons,
- Communication with deaf persons,
- The dynamics of the deaf community.

To obtain maximum application and follow through, seminar leaders emphasize community programs and resources for deaf persons in the State of Virginia. Participants are also provided information and materials regarding major regional and national programs



RAPT PARTICIPANTS—Two views of sessions at the two-day orientation program for general rehabilitation consors sponsored by the Virginia Department of Vocational Rehabilitation and conducted by Deafness Research & Training Center of New York University.

available for deaf clients, but the emphasis throughout is on more and better use of resources within the State of Virginia.

The NYU Orientation to Deafness has had wide exposure. It was developed over three years with groups of counselors in New York, New Jersey and Puerto Rico. The Orientation has been commissioned by the states of Massachusetts, Connecticut, Rhode Island, Maine, Vermont, New Hampshire, North Carolina and Ohio. Obviously, it has wide acceptance. Why this is so can best be explained by looking at Virginia's experience.

Evaluations and reactions of Virginia rehabilitation personnel regarding the orientation program are exemplified by the following comments:

- "I learned that the deaf are really beautiful people."
- "Instructors being deaf gave new insights into problems of deaf people."
- "I got the most benefit from seeing so much signing. Before the two days were over, I felt like it was an extremely natural way of expressing oneself."
- "The personal contact and interaction with deaf people."
- "The fact that the staff was talking from experience, not from hearsay."
- "Learning the extent to which the deaf community can excel with opportunities."
- "Realization that all of us are capable of communicating with the deaf if

National Association of the Deaf New Members

Lillian Aviles	Puerto Rico
Mr. and Mrs. Wayne F. Boyer	Nebraska
James P. Bresee	New York
Mrs. Ann Butcher	Ohio
Mr. and Mrs. Kenneth E. Clark	Kansas
Eleanor G. Clarke	Virginia
Mr. and Mrs. Richard W. Colosimore	Canada
Rae Marie David	Colorado
Suzy Davidoff	Maryland
Thomas G. Fishler	California
Janice Gayhart	California
Kathy Haddad	West Virginia
Sister Cleta Herold	California
Mr. and Mrs. Pearl Jones	Missouri
Robin Kaufman	Maryland
Larry Kearney	New York
Jerry Lane	Illinois
Maureen C. Leise	Pennsylvania
Mr. and Mrs. Jacob Manoojian	Maryland
David H. Maves	New Jersey
Mrs. Paul B. Maves	Kansas
Deirdre W. McElroy	New York
Rev. John J. McMullen	California
Gordon Eugene Miller	New York

we exercise patience."

• "Relationship with the deaf staff made me more aware that I could relate better with deaf persons."

• "By far the most impressive and informative meeting I have been to."

• "The subject matter was revealing in that I did not think like the deaf. It was a new concept to me."

• "... helping us to understand not only the problems encountered by the deaf, but also the problems encountered by the counselor in understanding the deaf person."

• "Getting an overview of services for deaf persons."

Libby Moreland	Illinois
Mr. and Mrs. Frank Nimmo	New Jersey
Frederick M. Pickering	Maryland
Gayle S. Prince	California
Mrs. Gloria L. Razey	California
Kurt W. Reh	Missouri
Erica S. Reich	Florida
Thelma L. Rex	Oklahoma
Nelson R. Riveria	Puerto Rico
Arthur A. Roehrig	District of Columbia
Paul M. Rosenberg	California
William J. Schrub	Minnesota
E. Connie Shelley	California
Brenda L. Sittig	Texas
Mrs. Edward Skaggs, Sr.	Michigan
Elaine Talbot	Washington
Carol D. Wolford	Virginia

Contributions to Building Fund (Halex House)

Mrs. Lita D. Aldridge	
(In Memory of Lee Katz)	\$ 10.00
Mr. and Mrs. Gordon Allen	
(In Memory of P. K. Freeburg)	10.00
Mr. and Mrs. Gordon Allen	
(In Memory of Mrs. W. C. Jones)	10.00
Aztec Lodge No. 3	
(In Memory of Ernest S. Aaltonen)	15.00
Elizabeth D. Barns	
(In Memory of Harold K. Daughtry)	10.00
Michael Bickford	12.50
J. P. Burkholder	4.10
Mr. and Mrs. Mervin D. Garretson	
(In Memory of Scott Cuscaden)	25.00
Dorothy Havens	
(In Memory of Duncan Smoak)	25.00
Mr. and Mrs. Marcellus A. Kleberg	
(In Memory of Lee Katz)	5.00
Mr. and Mrs. Gregory Kratzberg	100.00
Mobile Chapter,	
Alabama Association of the Deaf	100.00
Hannah Falk Regil	25.00
Thomas C. Woelfel	9.05

Increased Payments

Mr. and Mrs. Marwood Burr	\$114.80
Marjorie Clere	170.00
Denver Division, No. 64, NFSD	100.00
Marshall S. Hester	110.00
Elizabeth M. Osborne	605.00
Boyce Williams	434.50

Kendall Demonstration Elementary School

Gallaudet College

The Kendall Demonstration Elementary School is an experimental and flexible 12-month program for hearing impaired children which includes developmental and research components. Excellent salary and benefits. Skill in or willingness to learn manual communication required of all personnel. EQUAL OPPORTUNITY EMPLOYER. DEADLINE FOR APPLICATIONS: DECEMBER 31, 1974.

PROGRAM SUPERVISOR FOR PRIMARY DEPARTMENT

Responsibilities include: organizing and supervising the department; directing individualized instruction programs for students; acting as resource person for teaching staff; supervising teacher aides, and volunteer and substitute personnel; directing department staff in ongoing program evaluation; helping to develop and implement inservice staff training programs; acting as department liaison with other program coordinators and supervisors. Immediate supervisor is the KDES Assistant Director.

Requirements include: MA in education of deaf or related area; minimum three years' teaching experience; supervisory preferred; knowledge of open space education desirable; CED certification.

Salary commensurate with training and experience.

COORDINATOR: STUDENT AND FAMILY SERVICES

Responsibilities include: supervising and evaluating programs and performance of support services staff; developing and implementing new special and social service concepts and experimental programs; monitoring all referrals within KDES and out of KDES; coordinating student admission procedures and staff conferences; acting as liaison with instructional program supervisors; acting as catalyst between community, parent groups and significant community services agencies; keeping abreast of significant developments in areas of psychology, counseling, and parent education. Immediate supervisor is the KDES Assistant Director.

Requirements include: Doctorate degree (desirable) in Special Education or related area; three or more years experience as supervisor (or its equivalent); some classroom teaching experience with deaf children; a general working knowledge of audiology, speech therapy, counseling, teaching; general knowledge of some research techniques.

Salary commensurate with training and experience.

Contact: Dr. Robert R. Davila, Director

Kendall Demonstration Elementary School
Gallaudet College
Kendall Green
Washington, D.C. 20002
(202) 447-0561

NATIONAL ASSOCIATION of the DEAF

Jess M. Smith, President Charles C. Estes, Secretary-Treasurer Frederick C. Schreiber, Executive Secretary



N.A.D. President's Message

Jess M. Smith, President

5125 Radnor Road
Indianapolis, Indiana 46226

We are running late in filling out NAD committees for 1974-1976, but for several good reasons, among which is consideration of priorities. We do have those priorities—some of them by convention mandate, some stemming from financial considerations, some necessitated by the desire for continuity.

At this writing, we have, with vacancies to be filled:

Education—Dr. Kenneth Brasel, chairman; Dr. George Propp.

Foreign Relations—Yerker Andersson, chairman; Jack Gannon, Jerald Jordan, Rev. Steve Mathis.

Halex House Fundraising—Ralph H. White, chairman.

Law—Mervin D. Garretson, chairman, Charles C. Estes.

Research and Development—Dr. Jerome D. Schein, chairman.

Tabloid Newspaper—Dr. Robert G. Sanderson, chairman; Al Van Nevel, Eugene W. Petersen.

Ways and Means—Dr. Samuel A. Block, chairman.

Services to State Associations—Gary W. Olsen, chairman; Nancy Rarus, Dr. Harvey J. Corson, Lawrence Forestal, David Myers, Gwendel Butler, Tim Jaech. Dr. Jerome D. Schein, consultant, (The NAD President and the Executive Secretary are ex officio members of this committee.)

Charges to each committee are important. Some of them are obvious, but some are specific. As committees develop further, their charges will be printed.

A poll is being taken among the Executive Board as to the advisability of a meeting the latter part of January. If it is called, in all likelihood it will be held at Halex House in Silver Spring for convenience to the Home Office and ready access to files and other sources of information.

In this issue the listing of state association conventions scheduled for 1975 has been started. What dates and sites we have were gleaned from notes taken while in Seattle and from reading various state association publications.

We realize the current listing is rather sketchy and will appreciate information to make it more complete. This prompts a request to state associations: Please include the NAD President on your mailing list if he is not already—both for publications and releases of all kinds.

We are awaiting a report on the Cultural Program for the 1972-1974 period, along with recommendations, before asking the NAD Executive Board for guidance as to future competition. As stated previously, it is highly desirable to separate the Miss Deaf America Pageant from the Cultural Program itself. Speaking of Miss Deaf America, we face a knotty problem with the news that the incumbent is no longer a Miss. Should the throne be declared vacant, or should the first runnerup be promoted?

Elsewhere in this issue is the text of a House bill introduced by Congressman Cochran of Mississippi that would provide an additional Federal income tax exemption for the deaf—with a simple definition of deafness. It remains to be seen how this bill will fare in committee. Hopefully, there will be sufficient advance notice when the bill comes up for hearing(s).

Toward the middle of this month (November), the Executive Secretary and 1976 Convention Chairman Ralph H. White will be meeting with the management of the Shamrock in Houston. We

will be keenly interested in the costs—if they can be firmed up this early. NAD conventions are, in the President's opinion, too long and too expensive for many who would like to attend. The mid-week break, on Wednesday, may be phased out and the convention as a whole tightened up.

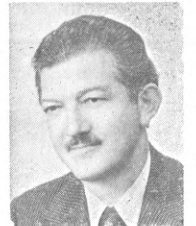
State associations, as well as other organizations of the deaf, could do the deaf a big favor by donating books on deafness to libraries—or at least by urging libraries to add books from the NAD Publications List. This is especially true of books on manual communication—which should be in every high school library. Concentrated efforts should be made everywhere to start (and continue) class in manual communication—formal or informal. The deaf must make approaches to the public rather than wait for the public to come to them. In order to make successful approaches, the deaf leadership must be informed as to trends and resources. Organization is far more important than funds in most cases.

For a while, it seemed that our Executive Secretary would stop writing his Home Office Notes. We don't think he will and are firmly convinced that the information contained in the Notes is timely and vital—and serving as well, if not better than, a monthly or bimonthly newsletter.

Closing this month's Message: Be sure to read the VIIth World Congress News and the Communicative Skills Program Newsletter in this issue.—Jess.

HOME OFFICE NOTES

By Frederick C. Schreiber



Writing notes like this is a perpetual thing and it seems that no sooner than we finished with one than we start another. But in between times we have a lot to do and a lot gets done. In the previous issue we noted that despite inflation there were people who apparently were in no hurry to get reimbursed for expenses at the NAD Seattle convention. This still holds true but we have managed to narrow that down to manageable proportions and elsewhere in this issue is a report on expenses at that meeting.

It seems appropriate at this time in conjunction with that report to start speculation again on shortening the convention and coming up with a more reasonable operation and we have been giving considerable discussion to that one. One thing that must be noted is that under present conditions we are required to have at least four days of meetings. One thought was to compress that say to Tuesday through Friday without the Wednesday break that we have had in the past. Another consideration was to eliminate the banquet since we do not earn enough on that one to make much inroads on our expenses while we do make money on the Balls. So it could very well be that we could maintain our traditional convention with a few exceptions such as eliminating the banquet, eliminating the Wednesday outing and having the convention running from Tuesday through Friday or Wednesday through Saturday or whatever seems most desirable from our members' point of view.

We would like feedback on this as I am sure it would be helpful to the Executive Board in making any changes in the future. So if you have any ideas on this, please let us know.

With the convention proceedings out of the way and the financial report finished, we turn our attention to the major activities

such as our publications efforts. Due to the high cost of printing and paper in the Washington, D. C., area, we are joining with the PRWAD in seeking additional or supplemental printers outside the immediate vicinity. We are also increasing as rapidly as we are able, the number of items which we publish and/or offer for sale.

As previously mentioned we have the census report on hand. We also are about ready to issue the second of the Literary Classic series "The Song of Roland"; and we have a new children's book, "The Girl Who Wouldn't Talk," which we will share with the International Association of Parents of the Deaf. We are just beginning to look into additional types of children's sign language games which we hope to market through the International Association of Parents. In addition, we will be coming onto the market with a new sign language package of films which we will be able to round out with something that will be produced by the Joyce Motion Picture company so that we will have a whole new market to play with. These are bread-and-butter issues and despite the inflation which continues to tear us apart, we hope to stay ahead of the game.

With Halex House fully occupied we have had to make some additional and painful adjustments. Starting December 1, we will be renting out our conference room to one of our tenants who desperately needs more space. If things keep up we will rent out the Executive Secretary's office and move him into the furnace room. Everybody knows he isn't around much anyway. But it is pleasing to be able to report our growing pains while painful are on the plus rather than the minus side.

The Executive Secretary has been involved increasingly in a large number of significant meetings. One of these has to do with the Helen Keller Memorial Fund. In this we continue to work toward establishing a gift of books to local libraries as a major project for Lions Clubs. As previously reported, we met with the officers of Lions International last spring to see what could be done to improve our program. Most recently we met with the officers of the Helen Keller Memorial Fund in an effort to resolve some of the problems which were brought out in Chicago. One of these was the change back to the original name of the Helen Keller Memorial Fund—eliminating the word "Lions" and a second effort was to increase the Board of Trustees for the fund from three to five. One of the new positions going to the NAD—a third point being to make Halex House or the NAD the official address of the fund because right now it is a question as to whether or not the fund can fulfill its chosen role of providing assistance to Lions Clubs in their efforts to serve the deaf. At present we are getting help for this purpose from Al Cranwill who has given much of his time and effort in this direction. But Al is the only individual involved with the Helen Keller Memorial Fund who can do this although the third member of the board is Dr. Richard Johnson and who of course is expert in this field. But with the COSD in jeopardy it seems desirable to provide a more permanent vehicle for channeling information into the fund.

Mid-October found us at the National Rehabilitation Association convention in Las Vegas. In response to the inevitable question as to how much we lost, suffice it to say that we did our share to keep Nevada green—leave money. Between times we had a very successful and I think profitable meeting. This started off with a pre-convention meeting of the NRA Task Force on Deafness which is chaired by Dr. Jack Hutcheson of Goodwill Industries. Only four of the Task Force members made it on Monday but we did offer a resolution which was introduced by the Executive Secretary to the effect that the NRA would urge hearing aid manufacturers to use more imagination in their advertising and to cease using such damaging phrases as "Don't Be Deaf" "nerve deafness can be cured," etc.

We also again approached the PRWAD on including THE DEAF AMERICAN as part of its membership package and its newsletter inserted in the DA but this still does not seem to meet their needs. Another thrust at this meeting was the project by the National Association of Rehabilitation Secretaries to teach or learn fingerspelling. There was a section on this run by Donna Davis who is now president-elect of NARS. Ms. Davis learned all of this from Bob Donoghue when he was working with the Jewish Vocational Services in Chicago and became very

proficient at it since then. This time however, she was assisted by some unexpected volunteers in the form of Tim Medina, Assistant Director of the NAD Communication Skills Program, the Executive Secretary and past NAD president Robert G. Sanderson. Dr. Sanderson and his wife also managed to do their bit for the NAD Communicative Skills Program.

Tim incidentally, showed why he is considered one of the top sign language teachers in the Washington area. He also had the opportunity to present both to NARS and to the meeting on the Model State Plan information on the new Communicative Skills package which has been developed. This package will offer on request, sign language instruction on a "Total Immersion" basis or a course in orientation to deafness. Both were designed particularly for Vocational Rehabilitation agencies in conformance with the requirements of the 1973 Vocational Rehabilitation Act. However, one thing which came out of the convention was the importance of the new Federal Affirmative Action program for Federal contractors and an effort is being made now to use the CSP package to serve the needs of this type of program as well.

In addition, we became quite involved with the efforts of other disability groups in seeking more consumer involvement and participation in rehabilitation and other programs. In this particular respect we had the pleasure of flying to Vegas with Judy Heuman who was one of the spearheads of the march on the White House some time ago and who is currently an intern on the staff of Harrison Williams. Judy and her roommate, Diane Lattin, are both extremely active in this area both because of their professional activities—Diane with the Presidents' Committee on Employment of the Handicapped—and because they are two of the people with visible handicaps who have been so frustrated because of architectural barriers and the recent attempts to limit their access to aircraft by FAA regulation. Both of the girls are also extremely interested in deafness and both can sign after a fashion.

This involvement in turn led to a more closer relationship with the American Coalition of the Disabled and in more recent weeks to the effort to secure support to override President Ford's veto of the amendments to the Rehabilitation Act of 1973. One important aspect of the Coalition seems to be that under this kind of umbrella it will become increasingly difficult for people to play one handicap against another. In this case, the question came up on the Randolph-Sheppard Act which would strengthen the blind people's claim to vending stands in government buildings. And which was quickly endorsed by people at the Coalition meeting not so much on the basis of the handicap but on the basis that the point at stake was the encroachment of recreational and other employe organizations into this field. Everyone agreed that when it came to taking away a handicapped individual's means of making a living is in order that employe organizations of and for the handicapped should be asked to take part in urging a congressional override.

Another important program in which the Home Office has been and will continue to be involved is in the program being handled by the Center for Administration of Justice at Wayne State University in Michigan. This is more or less the brain child of Judge Joe Pernick and is to develop and train interpreters for legal situations. It is being sponsored by the Law Enforcement Assistance Administration and has a number of parts involving not only the NAD but also California State University at Northridge and the Registry of Interpreters for the Deaf. The most recent task was developing a sign language manual for legal terminology. This was conducted largely through the RID with Barbara Brasel in charge and the NAD being represented by CSP Director Terrence J. O'Rourke. The legal workshop was of two weeks' duration. The Executive Secretary is a member of the Advisory Committee for this program.

Following this we had meetings with our local television Public Broadcasting Station WETA-TV. WETA-TV is putting on a black deaf program and hope with the help of the NAD and other interested organizations to make this a national program for PBS. Current information says that the first segment of the program will be shown in prime time in January.

While all this was going on we were continually in search

for a Public Information Officer as has been advertised for the past several months in the DA. We have a screening committee composed of Dr. Sulieman Bushnaq, Dr. Mervin Garretson and Mr. Jerald M. Jordan assisted by the Executive Secretary and Ms. Barbara Olmert of the Home Office staff. We had approximately 40 applications for the position and the screening committee selected 10 for interviewing. An appointment should have been made by the time this gets into print.

We also are stepping up activities for the meeting of the World

Congress of the Deaf which is scheduled for the summer of 1975. The Advisory Committee is meeting every other month now as we put finishing touches to all the Commission programs. Latest activity on that front includes the revival of a parent program which will be attached loosely at least to the Commission on Pedagogy of which Dr. Merrill of Gallaudet is head. Co-chairing the Parent Section are Jane Grisham and Wilda Owens of Georgia and two of the nicest Georgia peaches this writer has ever had the pleasure of meeting.

1975

State Association Conventions

ALABAMA: June 12-14, Montgomery.
CALIFORNIA: Labor Day weekend.
ILLINOIS: June 20-21, Elgin.
INDIANA: June 13-15, Anderson.
KENTUCKY: July 3-6, Louisville, Salt House.
MARYLAND: September 12-13, Ocean City
MINNESOTA: June 13-15, St. Paul.
MISSISSIPPI: June 12-14, Tupelo.
MONTANA: June 13-15, Helena
NEBRASKA: August 8-10, Grand Island, Ramada Inn.
NEW JERSEY: June 27-29, McAfee, Playboy Club Hotel.
NEW YORK (Empire State Association): August 14-17, Liverpool (near Syracuse).
OHIO: October 2-4, Cleveland, Marriott Inn West.
SOUTH CAROLINA: August 14-17, Greenville.
TEXAS: June 26-29, Austin, Quality Inn South.
VIRGINIA: June 20-22, Fredericksburg
WISCONSIN: June 26-28, Eau Claire.
(Please send additions and corrections to the Editor of THE DEAF AMERICAN for continued listings.)

National Association of the Deaf Seattle Convention 1974

Cash Receipts	
Advertising	\$1,625.00
Ball	2,638.75
Banquet	2,036.75
Booster	1,750.00
Combination tickets	14,746.45
Cruise	1,646.00
Exhibit	1,000.00
Miscellaneous	1,766.00
Optional events	3,461.35
Order of Georges Dinner	1,057.00
Registration fee	1,777.00
	\$33,504.80
Contribution	10.70
Cash Over	61.20
	71.90
Total Receipts	\$33,576.70
Cash Disbursements	
Advertising	\$ 90.00
Coffee	1,803.39
Exhibit	422.25
Freight, Postage, Telephone	439.74
Miscellaneous	289.71
Order of Georges Dinner	812.02
Printing & Supplies	2,636.53
Refund	275.00
Rentals	410.43
Service	138.57
	\$ 7,317.64
Entertainment	
Ball/Reception	\$2,466.06
Banquet	5,704.65
Interpreters	1,275.00
Miss Deaf America Pageant	1,121.45
Performers	2,285.63
Tours	9,079.32
	\$20,932.11
Travel & Per Diem	
Consultant	\$ 355.27
Guests	214.29
Representatives	5,946.95
Staff	1,925.12
	\$8,441.63
Unpaid Obligations	630.25
	\$ 630.25
Total Disbursements	\$37,321.63
Excess of Disbursements over Receipts	(\$3,744.93)

NATIONAL ASSOCIATION OF THE DEAF

Affiliated Member Organizations

Talladega Club of the Deaf	Alabama
Dept. of Mental Retardation, Ariz. Training Program at Coolidge	Arizona
Arkansas Children's Colony	Arkansas
Delta Club	California
Southern California Women's Club of the Deaf	California
Colorado Springs Silent Club	Colorado
St. Paul's Episcopal Mission for the Deaf of Greater Hartford	Connecticut
Cedarloo Association for the Deaf	Iowa
Sioux City Silent Club, Inc.	Iowa
Wichita Association of the Deaf	Kansas
Catholic Deaf Center of New Orleans	Louisiana
Maine Mission for the Deaf	Maine
Montgomery County Association for Language Handicapped Children	Maryland
RMS Industries, Inc.	Maryland
Quincy Deaf Club, Inc.	Massachusetts
Michigan Association for Better Hearing	Michigan
Motor City Association of the Deaf	Michigan
United for Total Communication	Michigan
Social Services for the Hearing Impaired, Inc.	Michigan
Charles Thompson Memorial Hall	Minnesota
Gulf Coast Silent Club	Mississippi
Great Falls Club of the Deaf	Montana
Roundtable Representatives of Community Center	Missouri
St. Louis Silent Club	Missouri
Lincoln Silent Club	Nebraska
Omaha Club of the Deaf	Nebraska
The Central New York Recreation Club for the Deaf—ABC	
Bowling Committee (Mr. A. Coppola, Chairman)	New York
Center for Communications Research, Inc.	New York
Staten Island Club of Deaf	New York
National Technical Institute for the Deaf—Students	New York
New York Society for the Deaf	New York
St. Ann's Church for the Deaf	New York
Union League of the Deaf, Inc.	New York
Cleveland Association of the Deaf	Ohio
Wheeling Association of the Deaf	Ohio
York Association of the Deaf	Pennsylvania
Nashville League for the Hard of Hearing, Inc.	Tennessee
Dallas Council for Deaf	Texas
First Baptist Deaf Ministry	Texas
Houston Association of the Deaf	Texas
Texas Commission for the Deaf	Texas
Mabey & Douglas	Virginia
Richmond Club of the Deaf	Virginia
Charleston Association of Deaf	West Virginia
Puget Sound Association of Deaf	Washington
Tacoma Association of the Deaf	Washington
Milwaukee Silent Club, Inc.	Wisconsin

Affiliation dues for organizations other than state associations are \$10.00 or more per year. Send remittances to the NAD Home Office.

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Another E. Conley Akin Honor

The Tennessee School for the Deaf at Knoxville now has a permanent memorial to a man who devoted many years of his life to coaching deaf youngsters and as athletic director.

The building is the E. Conley Akin Health and Physical Education Building, which was dedicated Saturday, September 28, 1974, at ten o'clock in the morning, followed by tours of the building at 10:45 and open house, beginning at 11:00, when all buildings on the campus were open to TSD alumni and friends. Akin was on hand for the ribbon cutting.

The dedication date was selected to coincide with homecoming, when the homecoming football game, TSD vs. Alabama, began at two o'clock in the afternoon. A full day of homecoming activities took place.

Dr. Benjamin Carmichael, state commissioner of education, lauded the school's progress and Akin's contributions to the athletic program.

TSD now has one of the finest health and physical education facilities in the South. It contains an Olympic-sized, 25-yard, six-lane swimming pool and a smaller shallow-water pool for teaching primary-age children. The depth of water in the teaching pool goes from 2½ feet to 3½ feet.

The Olympic-sized pool is completely equipped for competition in the age-group swim program in Knoxville and the surrounding area. There is a second-level, spectator area with a capacity to seat 300 people.

The gymnasium in the building has a regulation-sized basketball court with a seating capacity for 1,000 people. When the building is not being used for basketball games, the seats are folded forward to make available a gymnastic area, which has space for tumbling, trampoline, parallel bars, horizontal bar and rings.

The wall on the south side of the basketball court has been treated to be used for handball, paddleball and tennis practice. There also is a special room for weight-training equipment.

Two air conditioned classrooms for health are included in the building along with three offices for the supervising teacher and staff.

The figure of a Viking stands in the lobby where a trophy case is lighted effectively. A concession stand, convenient to the spectator area, is located on the second level lobby.

Public access to this building has been arranged through the Primary Unit

gate with a road leading to a large, totally lighted parking area. Plans are being made to use this area for outdoor activities such as volleyball, tennis, badminton, when weather permits.

Conley, who grew up in Copperhill, Tenn., lost his hearing due to measles some two years after he was born in 1913. He attended the Tennessee School for the Deaf, 1920-1933, where he was a four-year varsity halfback and 1932 captain, graduating as valedictorian.

Attending Gallaudet College, 1933-1938, he took part in varsity football and track, being 1938 track captain. During his junior and senior years, he was intramural student aide, and he was the first winner of the Thomas S. Marr Scholarship Award in 1938, the year he received his bachelor of science degree.

In the fall of that year, Conley returned to TSD as all-sports coach and dormitory counselor. The following year, he and Lucy Lucado, also a TSD and Gallaudet graduate, were married in a June ceremony.

In the fall of 1941, Conley became TSD's first fulltime physical education instructor and served 24 years. A year later, he was appointed athletic director, in addition to his physical education and coaching duties, retaining that position for 27 years. Extremely busy, he found time to earn his master of science degree at the University of Tennessee in the summer of 1953.

The summary of his sometimes overlapping services at TSD is awesome. He

served 22 years as football coach; 20 years as basketball coach; two years as dormitory counselor; 24 years as physical education instructor and water safety instructor; one year as girl's basketball coach; four years as field day and intramural director; 18 years as track coach; 31 years as coach and athletic director; 22 years as school contributor to two features; nine years as academic teacher (intermediate mathematics; later work-study). Presently he is serving as health education instructor, and the 1974-75 term marks his 37th year at TSD.

Highlights of Conley's distinguished career include his selection as the National Deaf Prep Football Coach of the Year, in 1947 and 1948, by Art Kruger, sports editor of the then *Silent Worker*, which now is *THE DEAF AMERICAN*. The reasons were two impressive records of 8-0-0 and 8-1-0, respectively.

Additionally, September 27, 1969 was Conley Akin Day at TSD, in conjunction with the homecoming game with Alabama. He was the recipient of a large color-TV console and a generous cash gift by alumni and friends, as part of the day's festivities. The Tennessee Association of the Deaf also presented him with a plaque.

Then four years ago, Conley received the American Athletic Association of the Deaf Hall of Fame honor as coach. In the early spring he was recognized at a luncheon at the Hotel Claremont, Berkeley, Calif., which was attended by some 650 persons.

This is a full view of the new E. Conley Akin Health and Physical Education Building at the Tennessee School for the Deaf, Knoxville. The \$1.3 million facility was named for the former coach and athletic director at TSD and was dedicated on September 28, 1974.





RIBBON-CUTTING—Left to Right: Dr. Benjamin Carmichael, Commissioner, Tennessee State Department of Education; William E. Davis, Superintendent, Tennessee School for the Deaf; E. Conley Akin, the honoree; Troy Haydon, Director, Health, Physical Education and Athletics.



E. CONLEY AKIN is shown standing in front of the new Tennessee School for the Deaf building which bears his name.

And, upon retiring from the athletic department in the spring of 1969, he was presented a plaque, for his 31-year service as coach and athletic director, by the TSD coaches. The plaque presentation was part of the program at a luncheon given at the Howard Johnson Restaurant on Chapman Highway.

A year later, he was awarded a certificate as "Teacher of the Year" at TSD, by the Anchor Club.

And this must be added: Conley initiated an annual award (now called the E. Conley Akin Academic-Athletic Award) in 1971 to encourage TSD students' excellence in both classroom and sports with the required 3.0 or B in four high school years.

How's that for sharing the wealth of honors?

E. Conley Akin became the eighth deaf man to have a health and physical

education building or gymnasium named after him. The others, as far as we know, were Odie W. Underhill at North Carolina, Frederick Hughes at Gallaudet, William Hunter at Washington State, Harry Benson at Maryland, Frederick J. Neesam at Wisconsin, T. Carlton Lewellyn at Virginia and Walter Rockwell at American.

Harrison Is First Deaf Athlete at Maryville College.

Move over Bonnie Sloan . . . here comes Steve Harrison.

Sloan is the former Austin Peay footballer who is the first deaf player to make it in the National Football League (St. Louis Cardinals).

Harrison, former three-sport star at Tennessee School for the Deaf, has been awarded a football scholarship by Maryville College in Maryville, Tenn.—Another first for a deaf athlete.

Coach Jim Jordan, in his first year as head coach at Maryville, uses Harrison as a defensive back, punter and field-goal kicker.

Maryville College, which has an enrollment of at least 1,000 students, now has a program for deaf students. They must complete two courses, math and basic English, as entry requirements to prove to college officials that they can pass college work. Harrison completed his scholarship work and joined the Scots when they reported on September 1.

To help coach Harrison, Coach Jordan and one of his assistants, Ron Case, took a sign language course last summer. Also Steve worked with them in developing communications.

"It is a real pleasure to have the opportunity to coach a young man with Steve's athletic ability. We are very fortunate that he chose Maryville College to continue his education and to play football," said Coach Jordan.

Harrison, who played under Coach Neil Battle at TSD, plans to coach in a school for the deaf after college.

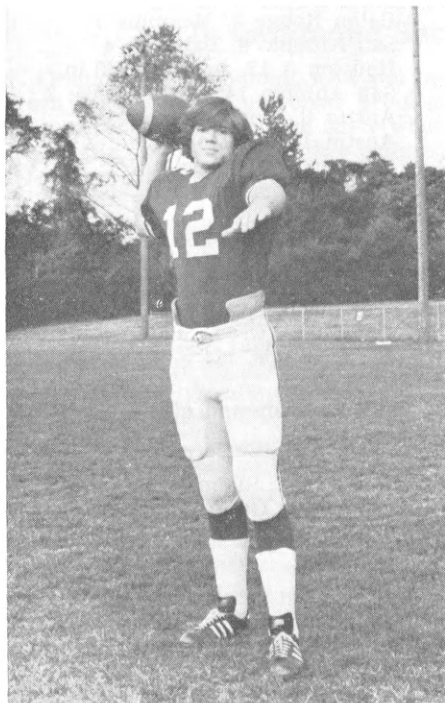
At TSD, the 6-1, 195-pounder won several honors such as Gil Addicks Sportsmanship Award, E. Conley Akin Academic-Athletic Trophy, Optimist Club Honor Award, Rotary Club Citizenship Award, Sponsor Award from Sports Digest, All-Knoxville Football League, DEAF AMERICAN's Deaf Prep All-America, most valuable football player on last year's National Deaf Prep Football Team, best defensive basketball player and was second in the 100-yard dash in the Knoxville Interscholastic League meet.

Thank You, Bill G. Blevins

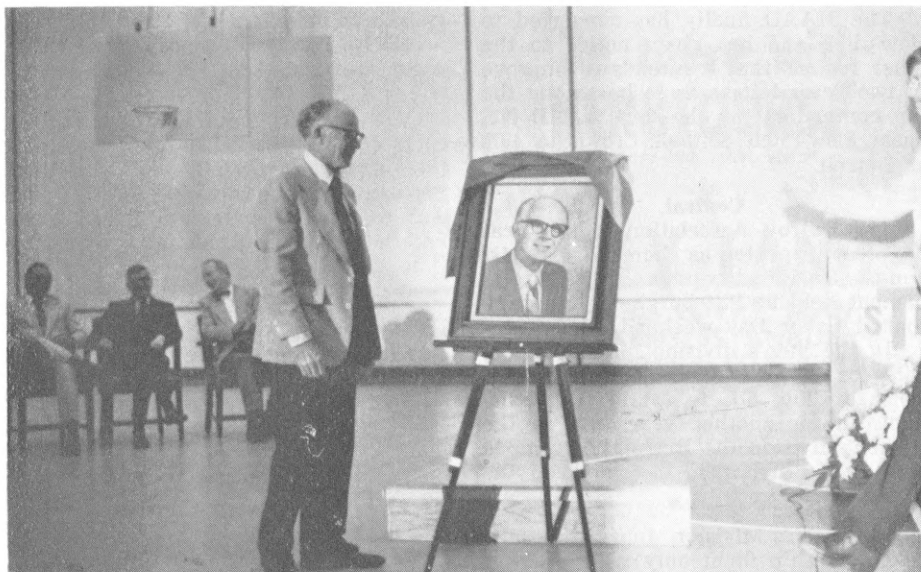
We had been wondering who was the coach of the Mason-Dixon Deaf Prep Championship North Carolina School for the Deaf basketball team in 1958. We assumed it was George K. Brown, but found out we were mistaken, thanks to Bill G. Blevins, who is now assistant to the president of the Clarke School for the Deaf, Northampton, Mass. In a letter to us dated September 6, 1974, Mr. Blevins wrote:

"I enjoyed your article, 'Sporting Around' in the May 1974 issue of THE DEAF AMERICAN. I spent six years at the North Carolina School for the Deaf as houseparent, teacher and coach. I enjoyed my work and the people there very much and made many good friends there. So I was especially pleased to read your article about the North Carolina School and the Mason-Dixon Tournament. In fact, I was at the North Carolina School during the first six years of the tournament's history and followed each one closely.

One of the best friends I have, and a man whom I admire greatly, is George K. Brown and I certainly do not want



STEVE HARRISON, former football star at Tennessee School for the Deaf, signed a grant in aid scholarship at Maryville College and became the first deaf athlete to play for the Scots.



Presentation of the color portrait of E. Conley Akin was made possible by the Knoxville Athletic Association of the Deaf, the Tennessee School for the Deaf Athletic Association and the TSD Athletic Association.

to cancel was made before Sunday noon, September 1, by the softball team managers and the MAAD Executive Board and it proved to be a wise one as the rains continued until Monday morning,

September 2, leaving all the fields within a 200-mile radius under mud and several inches of water. The trophies will be put in storage for the 1976 MAAD meet to be held in Kansas City, Mo., again.

to take credit away from him in any way. Mr. Brown turned over the coaching duties at the North Carolina School to me for the 1957 and 1958 school years. I was coach in 1957 when Mississippi beat us by four points, 29-25, for the championship. Had Mr. Brown been coaching, we may have won. Anyway, for purposes of correcting your records, I was the coach of the North Carolina team in 1958 when we won the Mason-Dixon Tournament at the Virginia School. I am sure that Mr. Brown, or the records of the school, would verify this fact."

Thank you very much, Mr. Blevins, for this correction. Now please remember that Bill G. Blevins was the coach of the 1958 NCS D five that copped the M-D deaf prep cage tournament crown.

AAAD Sanctioned Softball Round-Up

Thanks to Bill Fraser of Denver, Colo., George Wilding of Ogden, Utah, Walter M. Schulman of New York, N.Y., Allan Bubeck of Dallas, Tex., and Martin Belsky of Burton, Mich. for information and results of their respective regional softball tournaments held last summer.

Midwest

On August 30, 31, and September 1, 1974, for the second time in 16 years the MAAD softball tournament was cancelled after almost six games were played Saturday, August 31, out of eight games scheduled. This time it was "rained-out" as compared to the 1961 meet in Denver which was "snowed-out" after two games, nullifying all game records for 1961 and now 1974.

According to the rules, the decision

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(Act of August 12, 1970: Section 3685, Title 39, United States Code)

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2. Date of filing: September 27, 1974.
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	Average No. Copies Each Issue During Preceding 12 Months	Actual No. of Copies of Single Issue Published Nearest to Filing Date
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B. Paid Circulation		
1. Sales through dealers and carriers, street vendors and counter sales	0	0
2. Mail subscriptions	6377	6342
C. Total Paid Circulation	6377	6342
D. Free Distribution by Mail, Carrier or other Means		
1. Samples, Complimentary, and Other Free Copies	155	145
2. Copies Distributed to News Agents, but not sold	0	0
E. Total Distribution (Sum of C and D)	6532	6487
F. Office Use, Left-over, Unaccounted, Spoiled After Printing ..	418	563
G. Total (Sum of E & F—should equal net press run shown in A)	6950	7050

I certify that the statements made by me above are correct and complete.

JESS M. SMITH, Editor

The MAAD finally has converted to slow-pitch and has given notice to the other regions that it intends to improve in two years left so as to be among the top contenders for the first AAAD National Slow-Pitch Softball Crown in 1975 at Detroit.

Central

The Detroit Association of the Deaf "A" team repeated as champ in the 31st annual CAAD slow-pitch softball tournament held at Pittsburgh, over a rain-soaked Labor Day weekend.

In the men's division, pitcher Eddie Riley of Detroit "A" cooled the bats of Chicago Club, 6-1, to retain the championship for another year, and in the women's division the Detroit "A" romped over host Pittsburgh, 25-4, to keep the crown.

The men's division tourney results (championship flight only):

Columbus 10, Oakland (Mich.) 3
Chicago 7, Pittsburgh Catholic 5
Flint 13, Pittsburgh AD 3
Detroit "A" 20, Dayton 1
Toledo 8, Detroit "B" 7
Columbus 7, Northwest Chicago 0
(forfeit)

Akron 10, Louisville 5
Cleveland AD 19, Toronto 1
Chicago 26, Cleveland Silents 1
Flint 3, Cincinnati 2
Milwaukee 18, Indianapolis 10
Detroit "A" 19, Toledo 4
Akron 7, Columbus 3
Chicago 12, Cleveland AD 9
Flint 8, Milwaukee 7
Detroit "A" 12, Akron 5
Chicago 16, Flint 5
Detroit "A" 6, Chicago 1
(championship)

Cleveland AD beat Flint, 7-6, in the consolation finals.

Results of the championship flight games of the ladies division:

Detroit "A" 12, Indianapolis 1
Detroit "B" 10, Flint 8
Columbus 7, Louisville 0
(forfeit)
Pittsburgh 5, Cincinnati 2
Detroit "A" 5, Detroit "B" 4
Pittsburgh 8, Columbus 1
Detroit "A" 24, Pittsburgh 4
(championship)

Detroit "B" won the consolation final over the Cincinnati lassies, 7-3.

CAAD Men's All-Star Team: Eddie Riley of Detroit "A," p; Steve Sirof of Oakland, c; David Tackacs of Detroit "A," 1b; Michael Essig of Chicago, 2b; Roger Huffman of Columbus, ss; Michael Jasko of Cleveland AD, 3b; Mike Mowery of Cleveland AD, lf; Dom Zito, Jr., of Detroit "A," cf; Walter Werner of Chicago, rf; and Merrill Frelich of Flint, sc.

MVP—Eddie Riley of Detroit "A."

All-Star Item of CAAD Ladies Division: Loretta Etkie of Detroit "A," p; Jean Toner of Pittsburgh, c; Rita Mowl of Pittsburgh, 1b; Ramona Krantz of Columbus, 2b; Tina Hicks of Detroit "A," 3b; Pat Riley of Detroit "A," ss; Cindy Morford of Flint, lf; Kimm Popp of Detroit "A," cf; Barbara McNally of Flint,

rf; and Juana Klarr of Detroit "B," sc.
MVP—Loretta Etkie of Detroit "A."

Northwest

Seattle blasted Golden Spike Athletic Club of the Deaf of Ogden, Utah, for the fourth straight NWAAD Slow-Pitch Softball Championship in a row. Ogden was called a "Cinderella" team, being entered in the tournament for the first time.

The tournament was held at Salt Lake City with a 100-degree heat wave throughout the meet.

Results of the double elimination meet:

Portland 13, Idaho 7
Seattle 16, Montana 4
Oakland 9, Utah 7
Montana 14, Idaho 11
Seattle 9, Portland 8
Ogden 18, Oakland 16
Oakland 14, Montana 6
Portland 20, Utah 5
Seattle 15, Ogden 2
Portland 17, Oakland 3
Ogden 15, Portland 12
Seattle 27, Ogden 1
(Championship)

NWAAD ALL-Stars: Dennis Platt, Ogden; Steve Morlock, Ogden; Russell Scott, Ogden, Mike Yerkes, Portland; Mark Sirios, Portland; Terry Gergerson, Seattle; Steve Gergerson, Seattle; Jim Celestine, Portland; Craig Nicholas, Seattle and Tom Marvel, Oakland.

MVP: Craig Nicholas.

A total of 34 home runs was made in the tournament and broke the record. Strangely, last year in Montana, there was no home run in the entire meet.

Southwest

Twelve softball teams from the far-flung Southwest converged on sultry Houston—the Baghdad-on-the-Bayou city—August 16-18, 1974, to rub the magic Aladdin oil lamp for the seventh annual SWAAD softball tournament championship. Houston proved to be the Ali Babas as its password "Open Sesame" magically opened the door to the exotic, sparkling, coveted SWAAD crown. Houston became the first host team to win a SWAAD title and spoiled veteran Austin's try for third straight championship.

Below are results of the slow-pitch, double-elimination SWAAD affair:

San Antonio 14, Dallas B 0
Houston B 19, Lafayette 5
New Orleans 17, Little Rock 16
Shreveport 4, Memphis 3
Austin 9, San Antonio 4
Baton Rouge 7, Houston B 5
Dallas A 16, New Orleans 3
Houston A 9, Shreveport 4
Dallas B 27, Lafayette 5
Memphis 7, Little Rock 5
San Antonio 6, Houston B 3
New Orleans 16, Shreveport 12
Austin 13, Baton Rouge 3
Houston A 11, Dallas A 6

Baton Rouge 8, Memphis 7
San Antonio 9, Dallas A 4
Houston A 17, Austin 15 (8 in.)
San Antonio 14, Baton Rouge 2
Austin 8, San Antonio 2
Austin 15, Houston A 5
Houston A 10, Austin 7
(championship)

SWAAD ALL-Stars: D. Armstrong, Houston, A, c; J. Jacobs, Austin, p; E. Cruzan, Houston A, 1b; S. Oates, Austin, 2b; R. Ormand, Austin, ss; P. Mills, San Antonio, 3b; L. Green, Baton Rouge, sc; Howell, Memphis, cf; J. Cook, Houston A, rf.

MVP: R. Ormand of Austin.

Eastern

Westchester Silent Club, otherwise called the "Big Green Machine" won its fifth EAAD softball championship in six years.

Prior to last year's meet, Westchester had won four straight titles, 1969-1972, before it was stopped by Hartford in the finals (1973).

Eighteen teams competed in the 24th edition of the EAAD softball meet, held at Baldwin, Long Island, N.Y. Results:

Revere 18, Union League 5
Worcester 11, Delaware Valley 8
Quincy 20, Mohawk Valley 2
Hudson County 10, Trenton 8
Staten Island 10, Brooklyn 0
Pelicans 12, Bridgeport 4
Mohawk Oral 19, Garden State 4
Rochester 7, Baltimore SO 3

Westchester 10, Revere 2
Hudson County 6, Quincy 5
Staten Island 17, Pelicans 1
Hartford 9, Rochester 8

Westchester 21, Worcester 10
Hartford 24, Mohawk Oral 3
Westchester 17, Hudson County 5
Staten Island 5, Hartford 4
Hartford 7, Hudson County 1
(3rd place)
Westchester 12, Staten Island 2
(finals)

EAAD All-Stars: Williamson, Staten Island, 1b; Kaessler, Westchester, 2b; Capobianco, Rochester, 3b; Leccese, Westchester, ss; Sigoda, Westchester, of; Gerlis, Staten Island, of; Cohen, Westchester, of; Couthen, Hartford, of; Zacharewicz, Westchester, c, and Miller, Hartford, p.

MVP: Joe Leccese of Westchester.

No news of recent Southwest and Farwest meets was available at this writing.

Miss Deaf America Weds

Miss Mary Alice Pearce of Gulfport, Miss., Miss Deaf America 1974-1976, became the bride of Harold Laird of Memphis, Tenn., on October 19. The ceremony took place in the home of the bride's parents in Gulfport.—From the Mississippi Association of the Deaf News, October-November 1974.

Color-Coded Modules Assist Deaf Students In Improving Secondary Math Skills

Communications among, with and between peoples is a universal problem and one which is even more acute when one of the people involved has suffered a hearing loss.

The National Technical Institute for the Deaf is dedicated to the premise that the loss of hearing need not make a person with a hearing deficiency either handicapped or unemployable. More than 500 deaf students from every state in the Union are represented at the school. Some are enrolled in NTID programs exclusively while others are cross registered in other RIT colleges.

Assistance to these students includes interpreters, tutors and notetaking services to assist students in the many highly technical courses offered by the schools. One of the major problems at NTID is the fact that students enrolled have a wide divergence of skill levels. Much of the early time in the school is spent in remedial training to bring all students up to the same educational level so that they can profit from the courses offered by the school.

One of the mandates of NTID is to, "develop and evaluate new imaginative instructional technology for application to deaf students." Acting upon this mandate, E. Ross Stuckless, of the Office of Educational Extension and John Kubis, at the time head of the Technical Math Department, devised a program for introduction into secondary schools for the deaf which would allow all incoming students to achieve the same level of mathematic skills before coming to college.

To accomplish this, the educators have developed modules of some 20 pages each covering eighth grade math to the pre-algebra level. Working with Xerox Corporation and using the Xerox 6500 Color Copier, these modules are color coded to add interest and to help the students determine which are the most important parts of the lessons.

As Dr. Stuckless pointed out, "Most deaf students have problems with communications skills. For this reason, reading ordinary books is difficult, but in the case of math or science, the textbook can often become more of a challenge than the course material."

To date, some 15 modules of the secondary math course have been assembled and art students from NTID have assisted in this project by determining where and how the color would be most effective, and adding illustrations.

Present course materials, which were field tested in September, use red overlays to outline the objectives for the lessons. Yellow portions denote a new term or concept which will be included in the tests. A third color will be used to indicate portions of the module which require student contribution to complete the lesson plan. These modules, according to Dr. Stuckless and Mr. Kubis, make for not only excellent learning material, but provide an easy means of review



John Kubis, formerly head of the Technical Mathematics Department of the National Technical Institute for the Deaf, discusses color coded mathematics modules with NTID students.

of the important points of each lesson.

Use of the Xerox 6500 Color Copier permits experimentation with the program at little cost without committing thousands of dollars to a printing firm before the material is tested. Color transparencies produced on the 6500 can be used in the NTID classes to determine where and how the color would be most effective.

The use of students, who have been through the training provided for the deaf, makes use of their own experience and also provides a work experience in an educational situation. Some language learning is also included in the math modules being produced by the NTID staff.

Dr. Stuckless emphasized that the use of the Xerox 6500 Color Copier permits the validation of such a program without committing vast expenses to printing of large quantities of material. Of equal importance, he pointed out, "If this program proves as successful as we think it will be in educating deaf students, there is no reason that it might not be equally successful in training other educationally disadvantaged children throughout the world."

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Communication, A Vital Component Of Learning And Motivation Of The Hearing Impaired Child

By Eleanore Murad

1. Communication:
 - a. Oral
 - b. Manual
 - c. Total
2. Language learning in deaf children
3. Deafness and mental retardation
4. Parents as the first teachers
5. Education of the hearing impaired—a thorough and efficient education?

Communication is a vital component of learning and motivation of the hearing impaired child no less than that of the child who has no hearing deficit. Language has been the prime vehicle to facilitate transfer of knowledge and/or exchange ideas. Controversies surround decisions regarding utilization of styles of educating the community of hearing impaired persons. Deaf adults to whom I have spoken (and who have spoken with me) indicate that they believe total communication is the least frustrating and the most rewarding experience for the "deaf" child. Positions in this argument cluster around the instructional methods identified as:

1. Oralism
2. Manualism
3. Total communication

Each of these views have had advocates throughout the world and through the ages. To date . . . oral specialized techniques clearly have been unsuccessful for the greater majority of deaf people (Vernon, 1970b.)¹ What is interesting is that there are very few hearing impaired leaders in decision-making positions regarding the education and general welfare of the minority group to which they belong. However, properly qualified deaf adults can be excellent role models for deaf children, and in addition many deaf adults often possess an extra degree of insight into the problems and needs of deaf children that enables them to provide a deep level of commitment to their work. The criterion that often precludes a deaf person being hired—that his speech is inadequate—is irrelevant in view of the obvious fact that deaf children cannot hear speech.² A by-product of the oral techniques is sharp differences in opinion and practices regarding rigid oral training among educators, among other workers for the deaf, parents of deaf children and deaf people themselves.³ Needless to say, the learning and motivation of the children have been affected, to the extent (at times) of inhibiting per-

formance to a degree that requires professional determination of the cause.

"Professionals as well as parents and laymen first begin to question the child's internal makeup or abilities when his behavior deviates from the norm. The behavior of many retarded children is in many respects similar to the behavior of children with some forms of emotional disturbance as well as children with some kinds of brain damage; the common denominator is usually slow development, difficulty in learning, social immaturity, and the like. There is as well also slow development in the areas of language usage and verbal or spoken communication, and it is here that we run into the not uncommon mistake of assuming that language and communication problems are necessarily symptoms of mental retardation."⁴

At this point it might be pertinent to consider Maslow's hierarchy of needs.

⁴Deafness and Mental Retardation. Deafness Research and Training Center. New York University School of Education. New York: 1972, p. 3.

About The Author

Mrs. Eleanor Murad, the author, is a member of the Board of Education of River Edge, N.J., and involved in the field of the deaf in New Jersey's Bergen County. She firmly believes that responsible deaf adults should be allowed a voice in the vital matter of better educational facilities and opportunities for deaf children.

She became interested in the deaf through a deaf neighbor-friend—a highly articulate practitioner of Total Communication—who introduced Mrs. Murad to other deaf people. She said, "The outstanding attraction being that this neighbor and her deaf friends are far superior to the stereotyped 'deaf and dumb' person pictured by those who have little or no contact with this minority group. The question raised is what makes the difference and when?" She did some research to find the likely answers, other than general opinions, and this article is the result. It was submitted in her studies, with the choice of subject open, for the master's degree in learning disabilities at Fairleigh Dickinson University.

Mr. Murad has a degree in elementary education, and has been given an award to select, train and place women in day-care classrooms and a second fellowship to assist young parents to attend college on Saturdays.

Mrs. Murad is the wife of a professor at Fairleigh Dickinson and they have four children.

How do they affect the deaf child? They are:

- Physiological needs
- Safety needs
- Love and belonging needs
- Esteem needs, including achievement and recognition needs
- Self-actualization needs
- Desires to know and understand⁵

Each child is different and his interests vary. One need is the same for all. Acceptance of the child is basic to his happiness. Sincere love is a strong force in establishing security. The emotional climate does much to stimulate or hamper learning. His home environment has a real bearing on his future life. A warm and friendly home atmosphere should exist. A child should be approached with calmness and understanding. Every child needs success: He needs to know that his parents recognize his efforts.⁶ The years before formal schooling begins are considered home centered in their entirety. Parents dominate the scene. They are responsible for the care, development and learning-growth of their children. Hearing parents of deaf children and deaf parents of hearing children and deaf parents of deaf children all experience problems concerning communication. They desire to keep their children as part of their families without restricting the children's opportunities for success in life (beyond the biological limitations of each). The school-age child encounters influences beyond the parents' control, sometimes to the child's advantage, sometimes not. The problem of a thorough and efficient education remains paramount, particularly in the State of New Jersey at present, a mandate of the state constitution for all of our children.

The child who is beset with only one problem, hearing impairment, is in a relatively unique position. Because of the incidence of Rubella several years ago, multiple handicaps appeared on the scene. There seems to be a practice of labeling deaf children with learning disabilities as multiply handicapped, while deaf mentally retarded children are not listed in this category.⁷ Also, many deaf children of normal intelligence have been diagnosed as mentally retarded by psychologists who have used tests as the Stanford Binet or the Verbal Scales of the Wechsler tests.⁸ Communication, of course, is a large part of the key. The low language level of the deaf child makes it doubly important that every

¹Counseling with Deaf People, Allen E. Sussman and Larry G. Stewart. Deafness Research and Training Center. New York University School of Education. New York: 1971, p. 18.

²Deafness and Mental Retardation. Deafness Research and Training Center. New York University School of Education. New York: 1972, p. 53.

³Counseling with Deaf People, p. 18.

⁵Learning, Analysis and Application, John F. Travers. David McKay Company, Inc. New York: 1965, p. 58.

⁶The Education of the Hearing Impaired. Charles C. Thomas, Springfield, Ill.: 1970, p. 3.

⁷Deafness and Mental Retardation. p. 7.

⁸Ibid., p. 4.

means of visual and auditory input possible be utilized, for to limit input in any manner is to foster retardation in the deaf child—even those with normal mental capacity.⁹

"Most deaf children between 4 and 21 years of age secure more than 10 years of formal schooling in approximately 80 public and private coeducational residential institutions and over 400 day schools and classes all functioning largely at the elementary level (Gentile, 1970). At this point we can cease to be pleased.¹⁰

"Successful" deaf people with whom I have been in contact claim that the low achievement of the deaf population is due to the restrictions placed upon them in school, namely the focus on speech and the low aspirations foisted on them, by virtue of concentration of vocational skills training primarily rather than a true availability and preparation for academic achievement. This is not an excuse, I believe, because the comments came from someone who achieved position as an editor; a graduate of Gallaudet College who is now earning his Ph. in social work from Columbia University, and another person who is involved with statewide and nationwide unification of demands for legislation to improve the lot of deaf children as well as adults. The one thing these people have in common beyond their hearing impairment is their determination, motivation, to try to change some of the wrongs that they see inflicted on the deaf population, many of which they have experienced. The fact that they are articulate, manually and orally, with language that ranges from adequate (beyond telegraphic language) to superior, seems to be an outgrowth of the efforts of their families and the impact that "significant others" have had upon them.

"The low achievement level of the students of those programs (in public and private schools for the deaf) is a tragically prominent characteristic of this very costly and difficult process. Important reasons are language deficiencies and late introduction to school. Many have entered school at six years of age with no language concepts, with little or no awareness of any thing outside their immediate spheres, with lack of insight about much that is close at hand. Consequently, they are far behind the six-year-old normally hearing child who has a vocabulary of thousands of words, syntactical English, wide knowledge of his environment and its human and material interrelationships. The deaf child generally never catches up in reference to coping with usual school subjects although he may excel in vocational subjects, athletics, drama, art and so on."¹¹

A deaf volunteer worker who participated in social work at Rockland Hospital within the past two years was of the opinion that "there are many deaf

children who are made retarded because of the frustration of their environment at home and school." Dr. Richard K. Johnson, Director of Counseling and Placement Center, Gallaudet College supports this theory according to the following excerpt of a statement by him:

"The deaf child may become both a retarded and socially isolated individual if he is led to believe that total communication is wrong—if he is led to believe that he must parrot his hearing peers in order to be accepted. I cannot stress this need strongly enough. This very real and important need, this need to have the deaf child's family, teachers and peers accept him as a child who cannot hear normally, but one who will grow and develop; who can be taught and will learn; who can develop a positive image of self as a deaf person if we will only accept him as such."¹²

We do recognize that the disadvantaged child, on first entering school, already has learned not to attend, not to try, as well as having learned active ways of misbehaving. This early learning of cultural maladaptation has been labelled the "cumulative deficit hypothesis," and it has been assured that the environmental factors associated with low economic status—sensory, linguistic and experimental deprivations—account for much of the observed academic retardation.¹³ It therefore behooves the educators to examine the factors involved and make success possible by learning something from the deaf themselves, those who have demonstrated their achievements, and attempting to structure appropriate curriculum for the new generation that needs a thorough and efficient education.

The comparative language deficits found in deaf children, like those in mentally retarded or Negro or Sephardic children, must first be attributed to failure to teach. Deafness is not a sufficient condition for intellectual retardation.¹⁴ Motivation, stimulated at an early age, encouraged through reasonable success (achievements as well as rewards for accomplishments) combined with exposure to and explanation of surrounding "normal" life experiences, must be linked with inclusion, based on careful guidance. Upon discovery of deafness, the child's parents must become conscientious, full-fledged partners in an intensified program to inculcate at the earliest possible state an awareness of symbols and their role (Mindel and Vernon, 1971). Many persons believe that the years from two to four are crucial for language acquisition. The instrument for involving parents may be the

preschool for deaf children. It must reach into the homes much more intensively and earlier than it has. Great expansion of the relatively few ongoing preschools into a national network is urgent.¹⁵ It is interesting to note that the State of New Jersey is in the actual process of establishing centers throughout the state for this purpose.¹⁶

Deaf parents whose children were assigned to the residential school at Trenton, the Marie Katzenbach School, resent the interruption of their family life. They deplore the forced education concentrating on "oralism" primarily. They claim that deaf children of deaf parents have fewer emotional problems of adjustment than children who have had insufficient means of communication with their parents and/or peers because they have not been taught manual expression as well. The logic of the claim is that they are forced to live in a hearing world but they are nevertheless a part of the community of the deaf. By including contact with other deaf persons, using a dual language system when needed, their lives are enriched. Switzer and Williams (1967) discuss and analyze in some depth the implications with respect to the communication problem of traditional training practices. They state:

"Until very recently all deaf children have had their early formal training by what is known as 'the oral method.' It uses only speech, lipreading, vibration, amplification, writing and natural gestures in developing the child's speech and language powers simultaneously. It is slow and difficult for most and unsatisfactory for the overwhelming majority. The goal is a deaf individual able to assimilate, grow and participate easily in normal communication situations."¹⁷

The deaf child is in a constant struggle to comprehend what his normally hearing peer assimilates effortlessly. It is no wonder then that relatively few deaf persons truly achieve the goals of the oral method, the ability to communicate fluently by speech and lipreading, particularly if we consider that the visual clues which occur in regular speech are often very fleeting and in many cases non-existent.¹⁸ A comment by one of the deaf persons was, "remember, we can only concentrate on one thing at a time because that is where our eyes are directed." It is something like a sending and receiving set of electronics equipment, messages being transmitted through specific (modalities) channels and lined with appropriate receivers (interpretations, as regards the deaf) and causing end results (reactions of the individuals).¹⁹

In summary, the education of the hearing impaired and hard of hearing
(Continued on page 42)

¹²Deafness and Mental Retardation. p. 31.

¹³Proceedings of an Institute for Parents of Preschool Hearing Impaired Children and Professional Personnel Providing Educational, Diagnostic and/or Medical Services to these Children. Western Pennsylvania School for the Deaf, Pittsburgh, Pa., August 11-17, 1968. West Chester College, p. 19.

¹⁴Proceedings of an Institute for Parents of Preschool Hearing Impaired Children and Professional Personnel Providing Educational, Diagnostic and/or Medical Services to these Children, p. 20.

¹⁵Counseling with Deaf People. p. 18.

¹⁶Direct contact with Bureau of Special Services, Trenton, N. J. (telephone).

¹⁷Counseling with Deaf People. p. 17.

¹⁸Counseling with Deaf People.

¹⁹Auditory Communication for the Hard of Hearing, Prentice Hall, Inc. 1966. p. 15.

⁹Ibid., p. 30.

¹⁰Counseling with Deaf People, p. 19.

¹¹Counseling with Deaf People. p. 19.

By Roy K. Holcomb

You and Your Car

- ## Dining Out

The National Culturama *By SallyPat Dow*

WHILE THE 32nd Biennial Convention of the National Association of the Deaf and the recent Miss Deaf America Talent Pageant are now past, cultural news from our states is still of prime importance. The following was written re Milwaukee's latest Cultural Contests by two students as part of their course work, Chris Smith and Martha Barner. Here is their story:

"While we begin writing this, the radio fills the room with music interrupted briefly by an announcement that the scheduled concert of local choir has been cancelled due to the bad weather. We search the TV listings for alternate entertainment and decide that the special production of "Hamlet" sounds good. We return to work, only to be called away by the ringing telephone: a friend calling to wish "Happy Birthday."

All these and countless other things in the undercurrent of daily living remind us that our culture is based upon the sounds we hear. Sound informs us, entertains us, warns us and accompanies us. It serves as a signal for our other senses.

But what of the 500,000 deaf and 8,000,000 severely hard of hearing people in our country? What of their culture? Douglas J. N. Burke, founder and chairman of the National Association of the Deaf's (NAD) Cultural Program, will tell you; his fluid hands enthusiastically emphasizing his speech, that it is a culture of light, a culture both unique and beautiful; a culture to be proud of; a culture to promote, develop and share within the deaf community and the hearing majority alike.

Burke has been doing just that ever since 1959 when he walked into a Washington, D.C., club for the deaf, saw a meeting place, bar and grill and observed that the total cultural participation consisted of baseball and basketball. He knew how much more his people were capable of doing if they had some way to express it. He conceived and initiated a local cultural event including competition in photography, drama, news, home economics, dance and song. The first program was a resounding failure. Only one person, a personal friend of Douglas Burke's, showed up.

But, as anyone who has ever met Mr. Burke will testify, he is not disheartened easily. He persevered and soon had an active local club with a theater group which went on to win the Eastern U.S. regional one-act play competition, defeating all the hearing theater groups with their freshness and talent.

Encouraged, Burke expanded his idea to the national level and proposed it to the 1964 NAD National Convention, and was appointed to develop a fully operational concept for presentation at the 1966 convention. He conceived of a series of competitions beginning at the city



DANCER—Shirley Landry is shown in her routine of the Charleston.

level, progressing to state and regional contests and culminating at the biennial NAD National Convention. Competition would be divided into five areas: Physical—including photography, painting and pantomime; Recreation—chess, checkers and bridge; Literary—short story and poetry recitals, one-act plays and news publications; Spiritual—Bible knowledge, hymn singing and Bible story presentation; and Home Economics—dressmaking, quilting and knitting.

At the 1966 convention his program was given the go-ahead. Its first project was to establish a National Theatre of the Deaf, based on an idea originally proposed by Dr. Edna Simon Levine in

1961. Funded and supported in part by the Department of Vocational Rehabilitation and the Eugene O'Neill Memorial Theater Foundation, with assistance of many others, the company was formed and began performing in 1967, getting reviewer's comments like "The National Theatre of the Deaf . . . is not a clinic for handicapped artists but a brilliant professional troupe of entertainers who have discovered a new and exciting dimension in drama." Since then, the National Theatre has dropped NAD affiliation and gone professional winning international acclaim.

The first national cultural competition was held in Las Vegas in 1968 with Wisconsin winning more awards than any of the other 12 states represented. First place prizes were the "Golden NADDYS," the deaf person's equivalent to an "Emmy" or "Oscar." However, from the very beginning, importance was placed on the local city contests and individual participants, not the national. It was emphasized that "culture begins at the bottom, and not from the top down . . . A cultural program . . . needs the spontaneity and meaningfulness that can only rise from the local clubs."

Minnesota's 1970 convention showed growth, and by the 1972 meeting in Miami Beach, over 2,000 people were participating at the various levels. Also, at Miami Beach, Miss Ann Billington, representing Gallaudet College, was crowned the first Miss Deaf America. She was chosen for personality, poise, beauty, social ability, scholastic aptitude and maturity, through competition in evening gowns and talent. Unlike Miss America, no bathing suit competition was held because, as Mr. Burke explained it, "We want to stress talented women rather than women who are rated for their biological makeup."

Over the past six years the Milwaukee Chapter of the Wisconsin Association of the Deaf has certainly done its

PLANNERS—Evelyn Zola, Douglas Burke and Howard Busby are shown discussing the line-up of the Milwaukee Cultural Program show.





CONTEST WINNERS—Left to right: S. Landry, B. Bolger, H. Busby, R. Respondek, L. Hoewisch, R. Byington, E. Zola.

share to exhibit talent and creativity through the biennial city level NAD Cultural Programs.

There have been four Culturamas here in Milwaukee, the first one having been held January 12, 1968, featuring an NAD Cultural Program Contest with a total of six trophies awarded, one for each of the six competition areas. This first event, though small in numbers of contestants, served as a foundation for the following three city level contests, each becoming bigger and bigger, and better.

The second NAD Cultural Contest with the theme "Une Rue de Montmartre" held on January 31, 1970, took on a French flavor. Over the previous two years much was done both nationally and locally to improve on the original contest and to interest more and more people in showing off their varied talents. By 1970, 28 trophies were needed, indicating the growth of contestants and interest among the Milwaukee area's deaf people.

January 29, 1972, brought with it the third NAD Cultural Program—this time with an Italian theme. That year even more contestants signed up to compete in the five competition areas. Once again much work went into bettering the contests and involving more people.

One lady organized each of these cultural programs as well as the event held this year on January 26, 1974. That lady is Evelyn Zola, who is the city director of the NAD Cultural Committee here in Milwaukee. The talented Mrs. Zola has worked unceasingly on improving and expanding Milwaukee's cultural contests as well as entering into the competition herself. Still she has had time through the years to co-found the Midwest Deaf Ladies Golf Association in 1964, work as a teacher at St. John's School for the Deaf, help organize the Wisconsin Chapter of the Registry of

Interpreters of the Deaf and teach numerous sign language classes in the Milwaukee area.

Because of her hard work and dedication, Evelyn was honored with THE DEAF AMERICAN Cultural Service Award in 1972. Anyone having the good fortune of knowing Mrs. Evelyn Zola certainly recognizes how well deserved that award is.

In 1974, the Milwaukee Chapter of the Wisconsin Association of the Deaf went Greek. Evelyn Zola organized various cultural activities in the setting of the Greek Parthenon of Athens. The afternoon was devoted to competition in Arts, Hobbies and Home Arts.

Vince and Margaret Abaravich carried off many awards for their artistic talents as did Conrad O'Sullivan for his unique entries in Hobbies and Sculpturing. Gary Reese won the Chess title in

Mr. Lafitte with Dora Lebow and the poodle she entered in the Cultural Contest. (Photo credit: Doug and Dolly Harvey)



the round robin tournament. In the Home Arts Area first places went to Eunice Meiliek for crocheting, Kathy Murphy for embroidery, Joy Wilde for sewing, and Delores Giguere for making hooked rugs. First place in both Color Slides and Photography was captured by Elaine Kressin.

The climax of the afternoon was the Greek dinner prepared by Carrie Busby with the generous help of many University of Wisconsin Milwaukee students. The gourmet meal featured Moussaka, Rice Parnassus, a Grecian Salad and Kota Kapana, delicious chicken with tomato/cinnamon herb sauce.

By 7:30 p.m., when the evening performance began, the Milwaukee Silent Club was crowded with an interested audience. Douglas J. N. Burke, National Chairman of the Cultural Programs, handled the master of ceremonies tasks with warmth and ease.

Humor was the mainstay of the evening beginning with a pantomime by Howard and Connie Busby. Howard Busby also used humor in his first place poetry recital of "Jabberwocky" and short story dramatization of "Ferdinand the Bull" which had everyone laughing to the point of tears. The punch line of Bob Bolger's first place comedy routine about "Nixon" brought a spontaneous round of applause.

In a more pensive mood, Ron Byington won first place for singing "I Believe" and "Roses are Red." A flowing dance interpretation of "Silent Night" brought first place to Helen Kaleta.

Following the performance competition Miss Linda Respondek was crowned the first Miss Deaf Milwaukee and Mr. Burke and Mrs. Zola presented the awards. The evening was concluded with informal snacks and friendly conversation.

The winners from Milwaukee will advance to state level competition at Delavan on March 23 and perhaps even to national competition this summer in Seattle. Through their talents they and all the people participating at all levels, local, state and national are bringing to life Douglas Burke's dream of sharing their "culture of light" with us all.



At Saint Ann's Church for the Deaf in New York City everyone does his part. First on the scene on this particular day, which was April 20, 1974, was Mike Civalino who had the huge task of cleaning up after a huge TV meeting the evening before. A few other early arrivals were bustling around setting up card tables and numbering contest entries for the first NAD cultural program for the deaf folks at Saint Ann's.

Even though we did not expect a huge turnout due to the various problems we encountered along the way: lack of publicity; only a month to prepare, frustrations, anxieties, etc., more than 90 persons came to join in or watch the fun. As time to begin the contests drew near, the chairman, Joya Famulare, was kept busy seeing that each contest entry was properly numbered and registered. Mike, assisted by others, was busy setting up extra display tables as more and more contestants arrived. Mrs. Dorothy Dochtermann took charge of arranging the paintings and drawings, Mrs. Emma Nimmo took over the sewing, knitting, and crocheting displays to see that all was in readiness for the judges. In the kitchen, Mrs. Wanda Burke and Mrs. Elsie Funk were in charge of serving coffee and cake and cookies for later in the afternoon.

Amidst all this activity the judges for the various entries arrived, and their duties had to be explained to them. Our very competent judges were Jose Lafitte, Coordinator of the Work-Study Program in New York City; Mrs. Janet Acevedo, Coordinator of Interpreters at NYU's Deafness and Research Training Center; Mrs. June Miller, a deaf mother from Flushing, N. Y., and Mrs. Terry Parry and Kevin Clark from the BCC Adult Learning Center in Hackensack, New Jersey.

Also assisting with the program was George Johnston from NYU's Deafness and Research Training Center with skits from his GEE JAY Show.

Mr. and Mrs. Douglas Harvey of NYC were our official photographers. In the meanwhile, our ever active Father Rick was in conference with visiting clergymen such as Rev. Roger Pickering of Philadelphia, and Robert Sampson, secretary of the ECD from Connecticut.

After all was said and done, Mr. Lafitte announced the winners and handed each a certificate and ribbon. The judging was not an easy task, for the ample variety of articles, especially the incredible paintings and skillful photography, was beautiful to behold.

First place winners: Sandra Rivers for a knit sweater and skirt outfit; Liv Gustafson for a crocheted afghan, Elsie G. Funk won two firsts in the Song and Hymn singing contests; George Johnston took first in the poetry recital contest with his "A Psalm of Life."

Other first place winners: Claire Seltzer in the Drawing and Painting contests; Lucy Lewis with her needlepoint stool, Guy Wonder with his pantomimed brain surgery, Dorothy Harvey with her photography, Joyce Dochtermann with his sculpturing in the Personal Hobbies contest; Bessie Ciavolino with her lovely hand embroidered tablecloth which had the autograph of everyone who had ever visited their home.

Wanda Burke had two firsts—her hooked rugs and her hymn singing. A special award was given to deaf/blind Dora Lebow for the poodle she made.

Eight Fellowships Awarded

Deaf Doctoral Candidates

Eight deaf persons, all candidates for doctoral degrees, have been awarded graduate fellowships from the Gallaudet College Alumni Association. Since establishing its Graduate Fellowship Fund in 1968, the Gallaudet College Alumni Association has provided nearly \$50,000 in scholarship grants to deaf graduates of Gallaudet College and other accredited colleges and universities.

The purpose of the Graduate Fellowship Fund is to provide deaf candidates for the doctoral degree with an improved opportunity to prepare themselves through graduate study, at colleges and universities for people who hear normally, for cultural and intellectual attainment through training in the arts, the humanities, the natural and social sciences, the professions, community leadership and other similar opportunities.

Receiving scholarship assistance from the GCAA Graduate Fellowship Fund for the 1974-75 academic year will be:

Chuzo Okuda, a 1970 graduate of Gallaudet College, who is pursuing doctoral studies in mathematics at Penn State University. Okuda, who is a native of Japan, received the John A. Trundle Fund grant of \$1,200. The Trundle Fund is generally intended for foreign graduate students.

Frank G. Bowe, Jr., a graduate of Western Maryland College who earned his M.A. at Gallaudet and is working towards a doctorate in educational psychology at New York University. Bowe is receiving a GCAA grant of \$800.

Robert I. Harris, a 1970 graduate of Lake Forest College who has completed the fourth year of a five-year Ph.D. program in Clinical Psychology at the Grad-

Other winners included: Aileen Edmonds, second in crocheting and sewing; Patricia Kelly, second in crocheting and sewing; Sheila Wadler, third in Personal Hobbies and Painting; Ellen Jacobucci won a second and third in Knitting and Crocheting; Douglas Harvey took a third in photography; Joan Dochtermann a third place in Personal Hobbies; Marie Kowal, third in sewing; Emma Nimmo, third in needlepoint; Mike Ciavolino, a second place ribbon in Painting; Joya Famulare a third place ribbon in Hymn Singing, and Jane Becker took a second place in Needlepoint. If I have omitted anyone's names, please forgive me . . . there were so many beautiful things there as I have previously mentioned.

And . . . I am still in New York City. Please send me your Cultural News and Pictures. Many thanks. Miss SallyPat Dow, 3001 Henry Hudson Parkway 6A, Bronx, N. Y. 10463; TTY 212-796-8270.

uate School of Arts and Sciences, New York University. Harris is from Winnetka, Ill., and is being supported by the GCAA with a \$1,400 grant.

John G. Schroedel, a 1968 Gallaudet College graduate, who is working toward a Ph.D. in sociology at New York University. Schroedel, from Seattle, Wash., is receiving a \$1,400 grant from the Old Dominion Foundation Fund.

Michael L. Moore, a 1968 graduate of Gallaudet College, who is completing his dissertation for a doctorate in chemistry at North Texas State University. Moore, from Dallas, is receiving a \$1,000 grant from the GCAA.

Frank Hochman, who received his B.S. from the City College of New York in 1958 and is beginning his third year of medical school at the College of Medicine and Dentistry-Rutgers Medical School. Hochman, the first graduate student supported by the GCAA studying to be a doctor, is receiving a GFF grant of \$1,500.

Fat C. Lam, a 1971 graduate of Gallaudet College, who is a doctor of science candidate in operations research at the School of Engineering, George Washington University. Lam, who is from Hong Kong, is receiving a \$1,200 grant from the GFF.

Steven K. Chough, a 1961 graduate of Gallaudet College, who is a doctoral candidate in sociology from Columbia University. Chough is a native of South Korea and is receiving a GFF grant for \$1,000.

Deaf persons who are interested in studying for doctoral degrees and in need of financial assistance may contact the Alumni Office at Gallaudet College for more information about the GCAA Fellowship program. March 1 of each year is the deadline for applying.

Handbook For Parents Published

A unique handbook written for parents of deaf children and entitled "The Deaf Child in the Public Schools," is now available from The Interstate Printers and Publishers, Inc. Intended as a ready-reference guide for parents who want their deaf children to have good educational experience in public schools, the book uses a question and answer format to provide a perspective from which parents can view public school programs and then select the educational situation best suited for their children.

The book is co-authored by Dr. Edward C. Merrill, Jr., president of Gallaudet College; the Rev. Steve L. Mathis, III, principal of Carver School for the Deaf, Gambills, Md., and the late Mrs. Lee Katz, former executive director of the National Association of Parents of the Deaf. The authors discuss what parents should expect to find for their deaf child in public schools attended by hearing children.

Letter to the Editor

Dear Editor:

You have taken the position that the deaf can accept tax benefits without impairment of their public image and I want to present some contrary evidence which may have escaped your attention.

Lee Meyerson's "psychology" (in *Psychology of Exceptional Children and Youth*, W. M. Cruickshank, ed.) seems to be lightly regarded by professionals in the field but is, in fact, very insightful and favorable to our side when dispassionately studied. On page 157 (1955 edition), Meyerson says:

Unlike some other disabled groups they (the deaf) have always taken care of their own social service work. It is not a grammatical error that leads them to call their organizations Clubs of the Deaf. It is their way of emphasizing that they are not the recipients of other people's charity. They organized and supported these clubs themselves. . . . Their disability is deafness, not incompetence. They are vigilant in combating the small group of peddlers or beggars who try to trade upon their deafness and thereby infringe upon the good name and self-respect of other deaf people.

Their independence is shown in other ways also. In recent years when Senator Langer of N.D. proposed that the deaf be permitted an additional \$600 income tax exemption, similar to what is now allowed to the blind, the organizations for the deaf were unanimous in opposition. They successfully killed the bill with the statement that they wished no favors. There are practically no legal benefits for the deaf, in contrast to many special privileges for the blind, for example.

This description, of course, has meaning largely for deaf children who grow up to identify with the deaf . . .

So, in this view, the children also are involved. Peddlers will say that the additional exemption legitimizes their beggary.

Harry Best included a similar observation in his compendium on the deaf. Sociologists recognize a "sick" role which contemplates legitimate dependence upon others in place of normal self-reliance. In a certain sense, accepting the tax exemption is opting for the "sick" role by the NAD. The consequences, especially in the minds of deaf children, are beyond easy calculation.

Ben M. Schowe, Sr.
Akron, Ohio

Dr. Costello Named Gallaudet Director Of Curriculum Development/Research

Dr. Elaine Costello of Dale City, Va., has been named Director of Curriculum Development and Research for the Gallaudet College Center for Continuing Education. As the first director of this new program at Gallaudet College, Dr. Costello will be responsible for the design and development of teaching materials and methods to be used in satisfying the learning needs of deaf adults throughout the nation. She will also work with existing regional materials development centers and other national organizations and institutions in the mobilization of effective teaching strategies and materials.

Dr. Costello will also direct research of available adult learning materials to determine their adaptability to deaf adults and will modify and reproduce materials as needed. In addition, she will schedule and direct special training programs to orient teachers and administrators to special teaching materials as they become available.

A graduate of Washington University in St. Louis, Dr. Costello earned her M.S. in deaf education at the University of Kansas. She recently completed her Ph.D. in educational technology at Syracuse University.

Prior to coming to Gallaudet, Dr. Costello taught for eight years in grade schools for the deaf. She later worked as instructional programmer and system coordinator for the Project for Individualizing Instruction for the Deaf at Calver Hearing and Speech Center, Dallas, Texas.

Church Directory

Assemblies of God

When in Baltimore, welcome to . . .

DEAF ASSEMBLY OF GOD CHURCH
3302 Harford Road, Baltimore, Md. 21218
Sun. 9:45-11:00 a.m., 7:30 p.m.; Wed., 7:30 p.m.
Rev. Robert I. Lentz, pastor. Phone 467-8041.
Jesus said, "I am the way, the truth and the life."—John 14:6

When in the Pacific Paradise, visit . . .

HAWAII CHURCH FOR THE DEAF
3144 Kaunaoa St., Honolulu, Hi. 96815
Sunday School 9:30 a.m.; worship 10:30 a.m.
Bible Study, second and fourth Wed.; Fellowship First Fri., 7:00 p.m.
Rev. David Schiewer, Pastor
732-0120 Voice or TTY

When in Portland, welcome to

FIRST ASSEMBLY OF GOD FOR THE DEAF
1315 S.E. 20th Ave., Portland, Ore. 97214
Sunday 9:45 and 11:00 a.m.
Thursday 7:30
Rev. Norman Stallings, pastor

CALVARY BAPTIST CHURCH Renton, Washington

Pastor, Dr. Sam A. Harvey; Interpreter, Mrs. Irene Stark (husband's first name is James).
Sunday School, 9:45 a.m.; Morning Worship, 11:00 a.m. (Interpreting for the Deaf). Evening Worship, 7:00 p.m. (Interpreting for the Deaf)

Baptist

Visit Baton Rouge in "French" Louisiana
While there, attend the Deaf Ministry of
First Baptist Church, 529 Convention Street.
Baton Rouge, Louisiana

Services are 7:15 p.m., Wednesday; 11:00 a.m. and 7:00 p.m., Sundays in the Deaf Chapel. Sunday classes are at 9:30 a.m. and 5:45 p.m. Rev. Hoyett Larry Barnett, Pastor to the Deaf

When in St. Augustine, Florida, Welcome To
CAVALRY BAPTIST CHURCH

110 Masters Drive, St. Augustine, Fla.
Interpreters for the deaf at the 11:00 a.m. worship service
Rev. Carl Franklin, pastor

THE FIRST BAPTIST CHURCH

217 Dill Ave., Frederick, Maryland

Robert F. Woodward, pastor
David M. Denton, interpreter
9:45 a.m., Sunday school for deaf
11:00 a.m., Morning worship service interpreted for the deaf
A cordial welcome is extended.

22ND STREET BAPTIST CHURCH

6620 E. 22nd Street, Tucson, Arizona 85710
Phones 298-2850 and 886-6702

Pastor: Charles E. Pollard
Interpreters: Murray and Nancy Machen
Bible study, 9:30 a.m.; worship services, 11:00 a.m. and 7:00 p.m. All services interpreted for the deaf, including all music.
Anyone traveling to or through Tucson will find a cordial welcome.

FIRST BAPTIST CHURCH

14200 Golden West St., Westminster, Calif. 92683

Sunday morning Bible study, 9:30; worship, 11:00. Sunday night Christian life studies, 6:00; worship service, 7:00.
Recreation and social calendar on request.
Pastor, Robert D. Lewis
Church phone 714-894-3349

Worship and serve with us at

FIRST BAPTIST CHURCH

510 West Main Avenue
Knoxville, Tennessee 37902

Sunday: Sunday School 9:30 a.m.; Morning worship 11:00 a.m.; Training Union 6:00 p.m. Evening worship 7:00 p.m.

A Full Church Program for the Deaf

IMMANUEL BAPTIST CHURCH

16th and Hickory, Pine Bluff, Ark.

"In the heart of Pine Bluff for the hearts of people!"

You are invited to worship with us at 9:45 in Sunday School and 10:55 in Worship. Join us for lunch on the second Sunday of each month—a special fellowship for the deaf. Evening worship, 7:00; Wednesday services, 7:00.

Mrs. Leroy Spillyards, Interpreter
Anton C. Uth, Pastor

PHILADELPHIA BAPTIST CHURCH

& DEAF CENTER

823 W. Manchester Ave.,
Los Angeles, Calif. 90044

Sunday Bible study, 9:30 a.m.; worship, 11:00 a.m. Deaf and hearing worshipping together.
Elder Sam Hooper, Melvin Sanders, teachers;
Willa G. Boyd, interpreter; William T. Ward, pastor.

When near Louisville, Ky., welcome to

FOURTH AND OAK STREETS BAPTIST CHURCH FOR THE DEAF (SBC)

Sunday School, 9:45 a.m.; Worship service, 10:55 a.m.; Sunday night service, 6:00 p.m.; Wednesday night service prayer meeting, 7:15 p.m.

Rev. Joe L. Buckner, pastor and interpreter
Miss Sue Henson, interpreter

When in Washington, D.C., worship at . . .

THE BAPTIST CHURCH OF THE DEAF

8th & H Streets, N.W., Washington, D.C. 20001
Sunday School, 9:30 a.m. Worship, 10 a.m.
Francis C. Higgins, leader, 937-2507.

When in the Nation's Capital . . .
Visit the fast growing Deaf Department of
FIRST BAPTIST CHURCH OF RIVERDALE
Maryland's largest Sunday School, 3 blocks
west of Baltimore-Washington Pkwy.
6200 Riverdale, Riverdale, Md.
Sunday School 9:45 a.m.; Deaf Chapel Hour,
11:00 a.m. All other services interpreted.
Dr. R. Herbert Fitzpatrick, Pastor
Rev. Lester H. Belt, Minister to the Deaf
Church office phone 277-8850.

**WEALTHY STREET BAPTIST CHURCH
FOR THE DEAF**
811 Wealthy Street, S.E., Grand Rapids, Mich.
Rev. Roger Kent Jackson, pastor
Sunday: 10:00 & 11:00 a.m.-6:00 p.m.
Wed.: 7:00 p.m. Prayer & Bible Study
Deaf Missionary Outreaches of our Church:
Christian Captioned Films for the Deaf
Christian Literature for the Deaf
Christian Outreach for the Deaf

Church of Christ

WESTERN HEIGHTS CHURCH OF CHRIST
1912 N. Winnetka
Dallas, Texas 75208
Sunday—9:45 a.m.
Ralph D. Churchill, 941-4660

ROCKVILLE CHURCH OF CHRIST
1450 W. Montgomery Ave., Rockville, Md. 20850
Sunday Class, 10:00 a.m.; Worship Services,
11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

In Los Angeles area, worship at . . .
MAYWOOD CHURCH OF CHRIST
5950 Heliotrope Circle
Maywood, California 90270
Sunday class 9:30 a.m., Worship service 10:30
a.m., 6 p.m. Wednesday Bible study 7 p.m.
Bob Anderson, Minister (213) 583-5328
Restoring Undenominational Christianity

When in Idaho, visit . . .
TWIN FALLS CHURCH OF CHRIST
2002 Filer Avenue East, Twin Falls, Idaho
Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.
Preacher: David Foulke
Interpreters: Jim and Sheila Palmer

Episcopal

**ST. MARK'S EPISCOPAL CHURCH
FOR THE DEAF**
St. Stephens Road and Craft Highway,
Toulminville, Mobile, Ala.
Rev. Silas J. Hirte

When in Denver, welcome to
**ALL SOULS MISSION FOR THE DEAF—
ST. MARK'S EPISCOPAL**
1160 Lincoln St., Denver, Colorado
Tel. 534-8678
Open every Sunday at 10 a.m.
All Souls Guild meetings second Friday
night, 7:30 p.m.
All Souls Guild socials fourth Friday
night, 7:30 p.m.
Rev. Edward Gray

The oldest church for the deaf
in the United States
ST. ANN'S CHURCH FOR THE DEAF
Episcopal
426 West End Ave. near 80th St.
Services 11:30 a.m. every Sunday
The Rev. Richard W. McIlveen
Mail Address: 251 W. 80th St.
New York, N. Y. 10024

Lutheran

Welcome to . . .
PEACE LUTHERAN CHURCH FOR THE DEAF
4201 North College Avenue
Indianapolis, Indiana 46205
Worship every Sunday at 10:30 a.m.
Pastor Marlow J. Olson, the only full time
pastor to the deaf in the State of Indiana

When in Minneapolis, welcome to . . .
**BREAD OF LIFE LUTHERAN CHURCH
FOR THE DEAF**
2901 38th Avenue South,
Minneapolis, Minnesota 55406
Services 11:00 a.m. every Sunday
(10:00 a.m. during June, July and August)
The Rev. Lawrence T. Bunde, pastor

We are happy to greet you at . . .
EMMANUEL LUTHERAN CHURCH
2822 E. Floradora, Fresno, Calif. 93703
S. S. Class for Deaf Children, 9:15 a.m.;
Every Sunday: Bible Class, 9:15 a.m.; Worship
Service, 10:30 a.m. (interpreted).
Stanley Quebe, pastor; Clarence Eisberg, as-
sociate pastor, phone 209-485-5780.

In the Nation's Capital visit . . .
CHRIST LUTHERAN CHURCH OF THE DEAF
5101 16th St., N.W., Washington, D.C. 20011
Sunday Worship—11:00 a.m.
Robert J. Muller, pastor
TTY 864-2119

You are welcome to worship at . . .
**HOLY CROSS LUTHERAN CHURCH
FOR THE DEAF**
101 N. Beaumont, St. Louis, Mo. 63103
Just west of Rodeway Inn, Jefferson Ave.
Worship every Sunday, 10:30 a.m.
Rev. Martin A. Hewitt, pastor
TTY (314) 725-8349

Welcome to . . .
**PILGRIM LUTHERAN CHURCH
OF THE DEAF**
3801 Gillham Road, Kansas City, Mo. 64114
Worship every Sunday, 11:00 a.m.
A. E. Ferber, pastor, Phone 363-3596 or 561-9030

**PRINCE OF PEACE LUTHERAN CHURCH
FOR THE DEAF**
205 N. Otis, St. Paul, Minn.
Services every Sunday at 11:00 a.m.
Summer services every Sunday at 10:00 a.m.
Rev. Richard Reinap, pastor
Phone 644-9804 or 824-8968

DEAF ZION LUTHERAN CHURCH
15000 N.W. 27th Ave., Miami, Florida 33054
Phones (with TTY): Ch. 688-0312 or 651-6720
or 621-8950
Every Sunday:
Bible Class 10:00 A.M.
Worship Service 11:00 A.M.
Ervin R. Oermann, pastor
Paul G. Consoer, lay minister

Need help? Want to hear good news? Visit
**ST. MARK LUTHERAN CHURCH
OF THE DEAF**
421 W. 145 St., N. Y., N. Y. 10031
Sun. worship 2 p.m.—June-Aug. 1 p.m.
Bible Class and Sunday School 3:30 p.m.
Rev. Kenneth Schnepf, Jr., pastor
Home Phone (914) 375-0599

Visiting New York "Fun" City?
**ST. MATTHEW LUTHERAN CHURCH
OF THE DEAF**
41-01 75th St., Elmhurst (Queens), N.Y. 11373
11:00 a.m. Sunday Worship (10:00 a.m.
June-July-August)
Rev. Daniel A. Hodgson, Pastor
212-335-8141 or 516-248-2357 Voice or TTY
1 block from IND-74th St./Roosevelt Ave.
and IRT-74th St. Subways

In North New Jersey meet friends at
**ST. MATTHEW'S LUTHERAN
CHURCH FOR THE DEAF**
510 Parker St. at Ballantine Pkwy.
Newark, N. J. 07104
(Bus #27 to B. Pkwy., 3 bl. West)
Sundays, 10 a.m.; Thursdays, 8 p.m.
Rev. C. Roland "G" Gerhold, pastor
Need help? Phone (201) 485-2260

**ST. PAUL'S MISSION FOR THE DEAF
OF GREATER HARTFORD**
679 Farmington Ave., West Hartford, Conn.
Services every Sunday at 7:30 p.m.; Fel-
lowship Guild, 4th Thursday at 7:00 p.m.

ST. GEORGE'S MISSION FOR THE DEAF
74 Federal St., New London, Conn.
Services: 2nd, 3rd, and 4th Sundays at
10:00 a.m.; Fellowship Guild, 1st
Saturday at 7:30 p.m.

ASCENSION MISSION FOR THE DEAF
1882 Post Rd., Darien, Conn.
Services: 1st, 2nd, and 3rd Sunday at
2:00 p.m.; Fellowship Guild, 4th
Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar
Episcopal Missions for the Deaf of Conn.
23 Thomson Rd., West Hartford, Ct. 06107
TTY (and voice) (203) 561-1144

United Methodist

**CAMERON UNITED METHODIST CHURCH
OF THE DEAF**
1413 Sycamore, Cincinnati, Ohio 45210
Sunday Worship 11:00; Sunday Study 12:00
Rev. Tom Williams, minister
A place of worship and a place of service.
All are welcome.

**CHICAGO UNITED METHODIST CHURCH
OF THE DEAF**
Services in Dixon Chapel
77 West Washington St., Chicago, Ill. 60602
John M. Tubergen, leader
P. O. Box 683, Elmhurst, Ill. 60126

When in Metropolitan Washington, D.C.,
worship at
**WASHINGTON UNITED METHODIST CHURCH
FOR THE DEAF**
7001 New Hampshire Ave., Takoma Park, Md.
Worship Service in the Fireside Room
at 10:30 a.m.
Sunday School for hearing children
Captioned Movies every first Sunday
at 11:45 a.m.
Rev. LeRoy Schauer, pastor

Other Denominations

IMMANUEL CHURCH FOR THE DEAF
657 West 18th St., Los Angeles, Calif. 90015
Sunday school, 9:45 a.m.; Sunday morning
worship, 11:00 a.m.; Bible Study, Tuesday,
7:30 p.m.

When in the Pacific paradise, visit
HAWAII CHURCH FOR THE DEAF
3144 Kaunaoa Street, Honolulu, Hawaii 96815
Sunday School 9:15 a.m.; Worship 10:30 a.m.
Wed. Bible Study and Fri. Fellowship 7:00 p.m.
Children's weekday religious education classes
Rev. David Schiewek, pastor
For information call 732-0120

When in Atlanta, Ga., welcome to
**CRUSSELLE-FREEMAN CHURCH
OF THE DEAF**
(Non-Denominational)
1304 Allene Avenue, S.W., Atlanta, Ga. 30310
Sunday School 9:45 a.m.—Worship 11:00 a.m.
and 7:00 p.m.
Wednesday Bible study and prayer 7:00 p.m.
Rev. Wilber C. Huckleba, pastor
Free Captioned Movie, 7:00, third Friday

DEAF MISSIONARY CHURCH
3520 John Street (Between Texas and
Norvella Ave.) Norfolk, Va. 23513
Pastor, John W. Stallings, Jr.
Sunday School, 9:30 a.m.
Worship Service, 10:30 a.m.
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)
THE DEAF HEAR (Nationwide)
Bible Study and Prayer—Wednesday 7:30 p.m.

CHRIST'S CHURCH OF THE DEAF
(Non-Denominational)
Meets in First Christian Church building
each Sunday.
Scott and Mynster Streets
Council Bluffs, Iowa
Bible School, 9:30 a.m.; Worship, 10:30 a.m.
Duane King, Minister
Mailing address: R. 2, Council Bluffs,
Iowa 51501

When in Allentown, Pa., welcome to
LEHIGH VALLEY CHURCH FOR THE DEAF
121 South 8th St., Allentown, Pa. 18101
Services held every fourth Sunday of the
month except July and August at 3:00 p.m.
An Interdenominational Deaf Church
Mrs. Grace A. Boyer, Director of Public
Relations

**METROPOLITAN COMMUNITY CHURCH
OF LOS ANGELES**
373 South Western Avenue
Services in sign language every Thursday
night at 8:00

"OUR WAY"
To strengthen Jewish education and
observance amongst the Jewish deaf
National Conference of Synagogue Youth
116 E. 27th St., New York, N. Y. 10016

HIGG-207-10N-A AUG76
FRANCIS C HIGGINS
10508 43RD AVE
BELTSVILLE MD 20705

CLUB DIRECTORY

In Atlanta, it's the
GATEWAY TO THE SOUTH
ATLANTA CLUB OF THE DEAF, INC.
760 Edgewood Ave., N.E.
Atlanta, Georgia 30307
Open Every Friday and Saturday Night

CHICAGO CLUB OF THE DEAF
Room 204-206
538 South Wabash Ave., Chicago, Ill. 60605
Open Friday and Saturday evenings

The Showplace of the Southwest . . .
DALLAS ASSOCIATION
OF THE DEAF, INC.
4215 Maple Ave., Dallas, Texas 75219
Open Wed., Fri., Sat. eves
TTY 214-522-0380

When in Denver, stop by . . .
SILENT ATHLETIC CLUB OF DENVER
1545 Julian St., Denver, Colo. 80204
Open Saturday evenings

DETROIT ASSOC. OF THE DEAF, INC.
1240 Third Blvd., Detroit, Mich. 48226
Come to visit our new club when you are
in Detroit. Open Friday evening,
Saturday and Sunday.

EAST BAY CLUB OF THE DEAF, INC.
645 West Grand Ave., Oakland, Calif. 94612
Open Fri. evenings and Sat. and Sun.
afternoons and evenings
Hubert J. Sellner, secretary

GREATER INDIANAPOLIS DEAF CLUB
210 E. Ohio St. Indianapolis, Ind. 46204
Open Wednesday, Friday and Saturday
evenings
Eugene Schick, president

In Hawaii, it's Aloha (welcome) from . . .
HAWAII CLUB FOR THE DEAF
American Legion Auxiliary Hall
612 McCully Street, Honolulu, Hawaii 96814
2nd Saturday of each month, 7:30 p.m.
Address all mail to:
Mrs. Norma L. Williams, secretary
727 Palani Avenue, Apt. #6
Honolulu, Hawaii 96816

HAWAIIAN PARADISE CLUB
FOR THE DEAF
HAWAIIAN ATHLETIC CLUB
FOR THE DEAF
c/o St. Peter's Episcopal Church
1317 Queen Emma St.
Honolulu, Hawaii 96813
3rd and 4th Saturday of each month
Linda Lambrecht, secretary

When in Houston, you are welcome
to the
HOUSTON ASSOCIATION OF THE
DEAF, INC.
606 Boundary St. Houston, Texas 77009
Open Friday and Saturday evenings

When in New Hampshire, come to the . . .
MANCHESTER DEAF CLUB, INC.
126 Lowell St., Manchester, N. H.
Open every second and fourth Saturday of
each month with free Captioned Movies

METROPOLITAN WASHINGTON
ASSOCIATION OF THE DEAF
3210-A Rhode Island
Mt. Rainer, Md. 20822
Open Friday, Saturday and
Sunday evenings.
When in the Nation's Capital,
come and see us.

PHOENIX ASSOCIATION OF THE DEAF
3100 East Roosevelt, Phoenix, Ariz.
2nd and 4th Saturday of each month
Address all mail to:
Fern D. Leon
4033 E. Edgemont Ave.
Phoenix, Ariz. 85008

PUGET SOUND ASSOCIATION
OF THE DEAF
(Seattle in 1974—NAD)
The Greatest and Oldest Club of the Deaf
in the Pacific Northwest.
Everyone Heartily Welcome.
Open Saturdays.
8501 Wallingford Ave., North
Seattle, Washington 98013
TTY Phone 206-525-3679

SAN FRANCISCO CLUB FOR THE
DEAF, INC.
530 Valencia Street
San Francisco, California 94110
Open Friday and Saturday nights.
Sometimes Sunday.
Business meeting on 2nd Friday of month.

ST. PETERSBURG ASSOCIATION
OF THE DEAF
4255 56th Ave. North, St. Petersburg, Fla.
Socials every 1st and 3rd Saturday evenings
Free captioned movies every 4th Saturday
Leon A. Carter, secretary
620 Hillcrest MH Park, Clearwater, Fla. 33515

THE CHARLES THOMPSON
MEMORIAL HALL
1824 Marshall Ave., St. Paul, Minn. 55104
The nation's finest social club for the deaf
Established 1916

When in York, Pa., welcome to
THE YORK ASSOCIATION OF
THE DEAF, INC.
208 N. George St. York, Pa. 17401
Open Wed., Fri., Sat. evenings
Socials on 2nd and 4th Saturdays
of month.
Business meeting on 2nd Friday of month
Henry P. Senft, Sr., secretary

UNION LEAGUE OF THE DEAF, INC.
2109-15 Broadway
New York, N. Y. 10023
Open noon to midnight
Thurs., Fri. Sat., Sun., holidays
Walter M. Schulman, president
Anthony F. Sansone, vice president
Aaron Hurwit, secretary
Edward M. Kronick, treasurer

Deaf Masons

Elmer F. Long, Grand Master
1617 Ruhland Avenue
Manhattan Beach, Calif. 90267
TTY 213-379-5973
Ray F. Stallo, Grand Secretary
22816 Miriam Way
Colton, Calif. 92324 TTY 714-783-1597

LOS ANGELES LODGE NO. 1
Stated Communication 2nd Saturday
of the month
Charles A. Campbell, secretary
14825 Nordhoff Street
Panorama City, Calif. 91402

GOLDEN GATE LODGE NO. 2
(San Francisco Area)
Stated Communication 3rd Friday
of the month.
Alvin R. Brother, Secretary
1845 El Camino Real
Palo Alto, Calif. 94306

WICHITA LODGE NO. 3
Stated Communication 1st Saturday
of the month.
Wyatt W. Weaver, Secretary
1106 Dallas, Wichita, Kans. 67217

FORT DEARBORN LODGE NO. 4
(Chicago Area)
Stated Communication 2nd Saturday
of the month.
James E. Cartier, Secretary
180 Boulder Hill Pass, Aurora, Ill. 60583

T. H. GALLAUDET LODGE NO. 5
(Washington, D. C. Area)
Stated Communication 3rd Wednesday
of the month.
J. Raymond Baker, Secretary
5732 North Kings Highway
Alexandria, Va. 22303

National Congress of Jewish Deaf

Gerald Burstein, President
6131 Claridge Drive
Riverside, Calif. 92506

Kenneth Rothschild, Secy.-Treas.
25 Wagon Wheel Rd., R.D. #1
Poughkeepsie, N.Y. 12601

Alexander Fleischman, Executive Director
9102 Edmonston Court, Greenbelt, Md. 20770

BALTIMORE J.S.D.
Miss Stephanie Julius
3115 Shelburne Road
Baltimore, Maryland 21208

BOSTON H.A.D.
Mrs. Eva Rosenstein, Secy.,
154 Salisbury Road
Brookline, Massachusetts 12146

BROOKLYN H.S.D.
Mrs. Susan B. Greenberg, Secy.
1064 E. 92nd St., Brooklyn, N.Y. 11236

CONGREGATION BENE SHALOM of the
Hebrew Association of the Deaf of Chicago
Barrett Galpern, Secy.
Chicago, Illinois 60660

CLEVELAND H.A.D.
Mrs. Hermina Turklin, Secy.,
1474 Genesee Road,
South Euclid, Ohio 44121

GALLAUDET COLLEGE HILLEL CLUB
Bob Weinstein, Pres.
Hillel Club, Gallaudet College
Washington, D.C. 20002

LOS ANGELES H.A.D.
Mrs. Elaine Fromberg, Secy.,
1029 N. Hayworth Ave., Los Angeles, Calif.
90046

NEW YORK H.A.D.
Sam Becker, Secy.
c/o New York Society of the Deaf
344 East 14 St. N.Y.C. 10003

PHILADELPHIA H.A.D.
Ben Pollack, Secy.,
9801 Haldeman Avenue—Apt. D204
Philadelphia, Pennsylvania 19115

TEMPLE BETH OR OF THE DEAF (N.Y.)
c/o Mrs. Alice Soll,
195 Princeton Drive, River Edge, N.J. 07661

TEMPLE BETH SOLOMON OF THE DEAF,
Mrs. Adele Podolsky, Secy.,
16035 Tupper St., Sepulveda, Calif. 91343